

Childhood Education

**We Are All Dependent
One Upon Another**

May 1945

JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION

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Childhood Education

*The Magazine for Teachers of Young Children
To Stimulate Thinking Rather Than Advocate Fixed Practice*

Volume 21

Number 9

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Next Year—

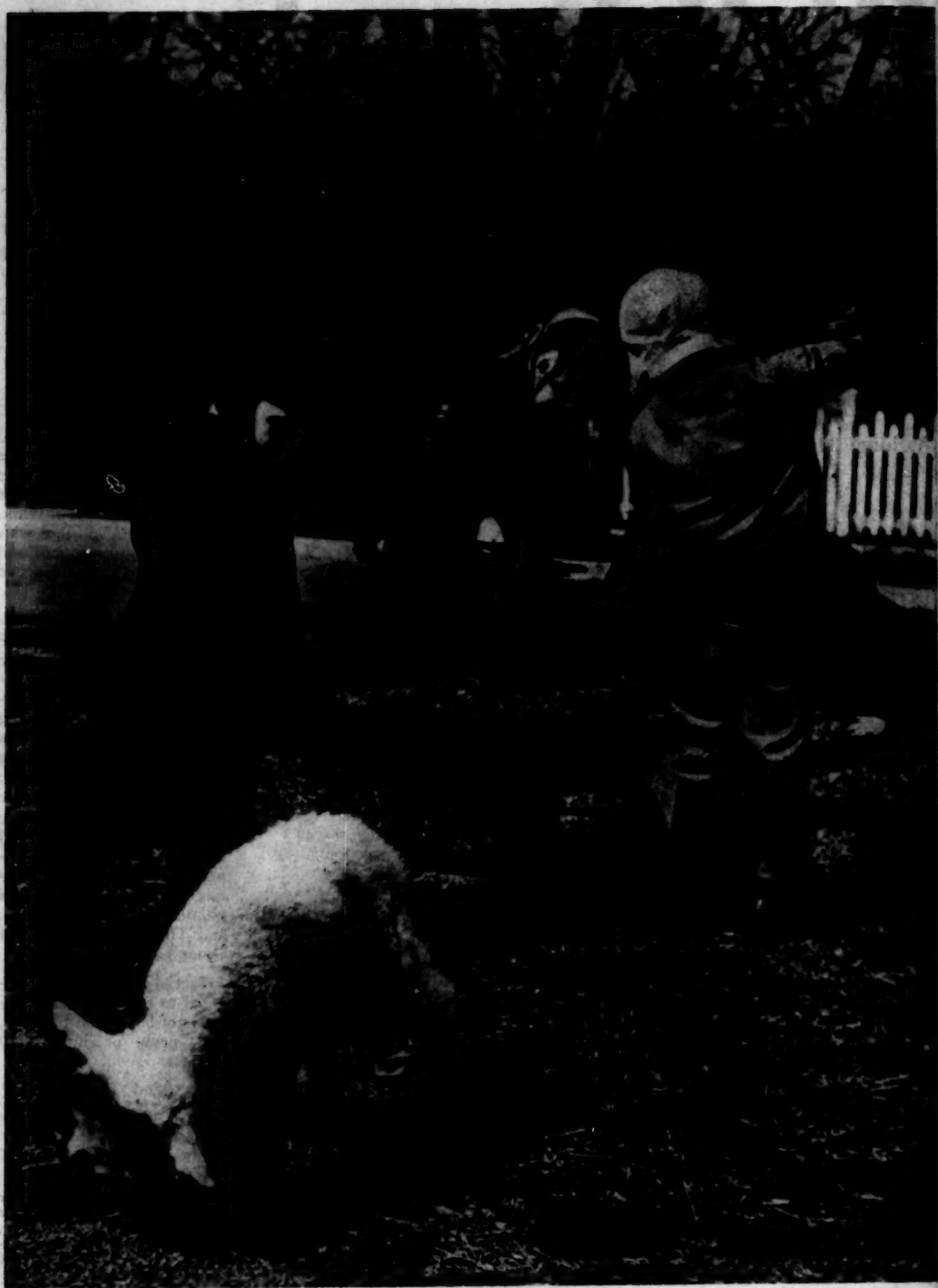
"Action for Children" has been chosen as the theme for the next two years' issues of CHILDHOOD EDUCATION. 1945-46 issues will deal with backgrounds for action, and 1946-47 issues with ways of working with children.

The present outline of content for 1945-46 contains the following special themes for each month: Teaching Is Believing and Acting; Strengthening Family Life; Seeking the Common Values in Races and Religions; Neighboring in the Cause of World Peace; Encouraging Children to Be Human; and Programming for Growth at School Through Curriculum Building, Through School Structure and Finance, Through Housing and Administration, and Through Techniques of Group Living.

Special sections will be devoted to research studies; reviews of books and bulletins, and news of interest to teachers.

EXTRA COPIES—Orders for reprints from this issue must be received by the Standard Press, 920 L Street, N. W., Washington 1, D. C., by the tenth of the month of issue.

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Photograph by Louise M. Gross

We work together to "fix" our playground

A Bridge To Cross

A RECENT NOVEL TELLS OF THE EFFORTS of a father to provide an environment so ideal that the members of his family would never wish to leave it. The environment he creates is on a mountain top to which a natural bridge is the only means of access. Long before he destroys the bridge the father knows that his plan will not succeed. Natural and physical forces he controls through the inventions of science and industry, but the human forces baffle and defy him.

The father destroys the bridge and the effect of its destruction upon the family is the novelist's story. The mad attempts to re-establish contact with the outside world, the bitter conflicts between person and person, the ruthlessness of nature when released from control through the breakdown of man's machinery, and the pitiful and tragic dependence of the family members upon each other for sanity and succor during the long months of their isolation typify many of today's complex human problems.

Why are we dependent, one upon another? Is it because there are too many of us to live alone and like it? Is it because growth and life are possible only when the individual must struggle with and for others?

While man has achieved independence of many kinds, he has at the same time become more dependent upon his fellow man. The very nature of man's scientific inventions makes the development of a cooperative society imperative if man and his culture are to survive. One experience with a V2 bomb is convincing evidence.

What are some of the demands of a cooperative society? What is man doing to develop it? Can his present efforts in waging a world war contribute anything worth while to the better life for all?

To develop a cooperative society man must become concerned for the welfare of others. He must seek better ways of working with and for others. He must turn his attention to processes as well as to results. His intelligence rather than his emotions must determine his actions. Whether we look with broad perspective on world relationships or examine with critical eye the smaller world of the classroom we see the need for these same compulsions—the compulsions that have always impelled man from isolated independence to cooperative dependence.

IT IS IN OUR PRESENT DEPENDENCE that our hope for survival and world unity lies. Already our foot is upon the bridge that spans the chasm between the mountain top of isolation and the broad open country of international cooperation. The time has come to cross the bridge.—F.M.

Why do we need each other? What are the cultural and developmental forces that make us dependent one upon another? What are some of the implications to education of this need for each other? How can we judge the worth of social enterprise and define the purposes of cooperative endeavor? Mr. Lane, specialist in juvenile problems for the Detroit Police Department, presents some answers to these questions.

WE MUST LEARN TO LIVE TOGETHER.

Personal, regional, national isolationism has become a retrospective delusion. This generation is engaged in the greatest orgy of killing and destruction the world has experienced. For our failure to grow up we pay this tremendous price of dread, deprivation, and death.

History may well call our time the schizophrenic age. Collectively as well as individually we deny with the hands the words of the mouth. We live in praise of peace and wage war; we deplore human misery and impose poverty and indignity upon our neighbors of lesser fortune and darker coloring. We speak of freedoms and cooperation and live by the morals and motives of predatory peoples.

Yesterday, striking from a base hundreds of miles away, we destroyed seventeen square miles of Tokyo. A few days ago we added three billion dollars to the assets of the Commodity Credit Corporation. This afternoon a man in Washington decided to talk to one in London, and did so. Today an ill child in Montana requires a rare drug available only in New York. He shall have it. These achievements are not possible to man, the individual; they are daily living to men of cooperation.

Inventions, division of labor, organization, rapid transportation and communication, and chemical processes have greatly increased man's productive power. He needs no longer to wrest a meager living

We Need

from the earth by exhausting toil. He can produce in abundance all that his comfort may require. But these developments have made him dependent upon other men and impose upon him the necessity for cooperation. He has become his brother's keeper, whether he likes it or not.

Let us imagine the resurrection of John the Baptist. He comes thumping down the highway in amazement at the hurry and precision of our way of life. The automobile frightens him; the beauty parlor staggers his credulity. He seeks to comprehend the worth and meaning of the activities and pursuits and gadgets he sees about him. He offers a drink of goat's milk and demands an explanation for the fall of man from the hardihood and independence of the wilderness. Let us clarify our thinking by framing an answer.

Why Do We Need Each Other?

We are too many to live alone. We have had to inhabit climates and lands unsuitable for living by men who live and work alone. We have had to band together to control the conditions of our living. We live by cooperation.

We find we have more fun in cooperation. Our pleasures involve and require the participation of other people. We have come to see, even our scientists have learned, that the greatest and most persistent need of most of us is for friendly, stimulating associations with people. Phones, streetcars, autos, planes, air-mail and telegraph services, and radio make it possible for us to have many friends in many places, to enjoy them and to be valuable to them. Working in a group with common purposes and different tasks is

By HOWARD A. LANE

Each Other

more enjoyable, less fatiguing, more productive than working alone or attempting to excel or deprive or defeat our neighbors.

Through cooperation we get more done. Each of us takes a special task or a special place and learns his job thoroughly, thus becoming many fold more competent and more productive. Through organization we bring our specialties to bear on enterprises larger and more complex than anyone could possibly handle alone. Thus we can have airlines, railway systems, instantaneous news services and communications, and orange juice for breakfast any day, any place. Through cooperation we can produce in greater volume in infinite variety. We have learned to satisfy our material wants without wasteful exhaustion of human beings wherever we may be.

In a cooperating society persons of all kinds and degrees of abilities and preferences can find significance and can render valued services. Uniqueness becomes an asset rather than a liability. In the earlier, simpler, unspecialized societies the "odd" person was rejected or spiritually debilitated by alms. Our cooperative society finds work for all kinds of people. Midgets can fasten rivets in working spaces inaccessible to most of us. Blind persons perform some industrial operations more effectively than those of us who see. Many who cannot walk can earn a living. Alone in the wilderness or on the prairie farm these people would perish.

Through the advanced methods of cooperation all of us lead richer lives. Being a valued part of an active, purposeful group of persons lends dignity to the human spirit. The simple society left important decisions to one man. We are be-

ginning to learn to employ the method of group intelligence. Two heads, seeking a common goal, are more than twice as good as one. A group of persons has infinitely more intellectual power and wisdom than any one. We plan and carry into being enterprises of which no individual could conceive alone. We live at higher levels through cooperation.

Here rests the case for the validity of cooperation.

Man Is the Product of His Culture

Today we envision the achievement of One World. We trust that our suffering of worldwide war twice in one lifetime will generate the social energy needed to overcome the reluctance of greedy men and nations to relinquish the delusion of advantage and will create the organizations and procedures necessary to the achievement of One World in which all men may live in peace, promise, and dignity. For this, now, we are dependent upon the wisdom and political skill of our leaders.

But, One World cannot be more stable nor more effective than the individuals comprising it. We who presume to exercise leadership in education must harness the full potentialities of our wisdom, skill, and altruism to develop our people into cooperative beings disposed to the ways of peace and skilled in them.

One basic principle of human development requires attention, analysis and application—*man is a product of his culture*. A child is born without language, love, loyalties, or ideals. He is completely selfish. He will love anyone who feeds him. Rapidly he assumes the language, preferences, affections, loyalties, aversions of his culture, of the people with whom he grows. Educational planning today consists in the arrangement, not of specific outcomes to be learned, but of the most suitable and promising atmospheres for the development of

children. If we would develop cooperators we must supply a cooperative culture.

A cooperative culture emphasizes concern for each by all. This concern will not develop in an autocracy whose leader finds fault, ridicules, judges, dispenses favors and punishments. In good home and school cultures adults participate as more experienced equals earning the genuine respect of the group for the authority of their wisdom of experience.

In a cooperative group children must find more zest, more gratification than would be theirs singly. The day-by-day experiences of the individual must seem pleasurable to them else they will develop away from cooperation and seek ways of gratification harmful to group enterprise and morale.

The cooperative culture accomplishes more than does a collection of individuals. The group must carry on enterprises impossible to individual children alone. Baseball, learning all we can about China, preparing and serving lunch, maintaining a variety of playthings are group activities.

A cooperative culture prizes uniqueness of personality and talent. In a group educating for cooperation, an individual's talents are assets to his associates, not claims to distinction from them. In schools with narrow conceptions of human values, differences among children imply variations in worth! Let us cherish differences, abandon the unscientific and unethical practices of comparing them on scales of worthiness. The exercise of talents and virtues constitutes its own reward. Awarded prizes, honors, distinctions are not needed; indeed they are a harmful influence upon the developing cooperator.

The use of intelligence as a determiner of action is an essential feature of the cooperative culture. Intelligence transforms desires and aspirations into plans for their attainment. Defining goals through dis-

cussion, planning pursuit of them, and carrying plans into action are the cooperative methods. It is the distinguishing method of educating for cooperation. Consensus rather than domination by the majority emerges from discussion. Goals acceptable to all are sought. Responsibilities are delegated and assumed. *Teachers and children planning together is the most significant recent development in educational practice.* Wise parents have always planned with their children.

In order that members of a group may be valuable to each other, they must be unlike. Modern society, the organism of man himself, has been achieved through differentiation (specialization) and integration (organization) of individual components. As men or tissues within the organism become more specialized, more unlike, they become more necessary to each other. The whole must exercise greater control over the parts; the parts must subvert peculiar interests to the whole. As parts of the whole, the specialized individuals achieve greater variety and freedom of experience.

In terms of this principle is it wise to place children in groups of like individuals? Should we not abandon the graded system and maintain groups of children, continuous yet ever-changing, in which each child may experience growth in worth and value and in which his peculiar talents and abilities (specializations) may increasingly contribute to the integrating cooperative effectiveness of the group in which he grows?

Cooperation is not an end in itself. Our goal is enriched, secure, gratifying living for all men, everywhere. Social enterprise must judge its worth by its enhancement of the quality of human experience. Science and philosophy are well agreed upon the human values, upon the essentials of human as distinguished from creature experiences.



Photograph by Helen Dye James

Getting a "kick" out of life

Criteria for Judging Worth and Defining Purposes

This writer presumes to offer a list of questions to be applied to individuals which may serve as criteria for judging the worth of social enterprise and for helping to define the ultimate purposes of cooperative endeavor:

Has he friends—people who like him—of varied ages? Is he able to confide completely in one or more of these? Scarcely ever do we find a delinquent child who is loved and accepted by one or more adults regardless of his mistakes. Has he time and space to associate with his friends?

Is he valuable to other people, genuinely worth something now? We need to be needed in order to help others grow. Modern society must find real worth for children and for older people. Old age retirement denies the validity of the whole quest for life.

Is he captain of his own soul? Is he free

within limits which he accepts as reasonable and good? His strongest native characteristic is resistance to the imposition of outside force. Cooperation cannot be coerced. Ignorance of this principle is the basic error of Fascism.

Does he think well of himself? Schools and homes must maintain wide avenues to respectability, must never undermine self-respect. Society as a whole may well abandon its disproportionate regard for excellence and turn its respect to adequacy, good humor, and capacity for companionship.

Does he live creatively, planning and carrying through processes to completion? The arts, broadly conceived, must assume a greatly enlarged role in all levels of human experience.

Does he "get a kick" out of life? Basically he is an active creature. He needs to run, jump, dig, climb, chase, engage in mild adventure. These quests must be respected and sought in the group which helps him grow in the ways of cooperation.

To secure these values we need each other.

The Milwaukee Public Schools and Their Community Relations

The Milwaukee Public Schools touch the community in a thousand ways . . . Every day of the school year, more than 70,000 children leave their homes to spend hours in the schools. Each year thousands of children from the schools enter the professional, the mercantile, the industrial life of the community. Most of the homemakers of the community have been in the public schools. The pre-school experiences of many children, their homes, are conditioned by what their parents have been taught in the public schools. The parents participate in the school life through parent-teacher associations. The staff of the school through its community contacts and activities becomes a considerable factor in the life of the community. The schools cooperate with other statutory agencies in the community to achieve common ends. The schools make substantial purchases from community agencies. The schools participate in many community enterprises. The schools provide adult recreation for many thousands in the community. The grounds of the day school are the lighted playgrounds of the night school . . . The community selects a School Board. The Board selects the professional staff. The community gives of its resources so that there may be schools. The schools look into the needs of the community and serve them . . . And these are but a sampling of an interrelationship so multifold and so complex that the adequate statement of it could not be made in a book of many hundred pages. School children of any given age or grade, primary or secondary, are but a cross section of community population.

THE MILWAUKEE PUBLIC SCHOOLS AND THEIR COMMUNITY RELATIONS THE COMMUNITY GIVES FORM TO THE MILWAUKEE PUBLIC SCHOOLS THE EDUCATIONAL ORGANIZATION I

THE VOTERS OF THE CITY OF MILWAUKEE (260,711)

Representing all the citizens of Milwaukee (602,000)



elect

15 SCHOOL DIRECTORS



Who legislate by BOARD COMMITTEES



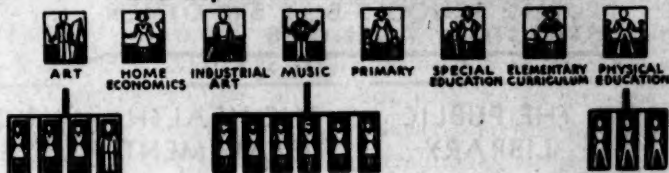
and who select a SUPERINTENDENT whose function it is to see that the schools are staffed



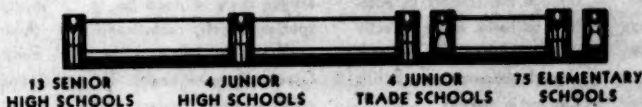
and in turn nominates for election by the Board Assistant and District Superintendents



and Supervisors and their Assistants



and Principals



and 2298½ Teachers*



who teach 72,228 children*



*These figures represent the number of teachers and the number belonging on June 9, 1944 and are taken from the Proceedings of the Board of School Directors, June 30, 1944, p. 487.

THE COMMUNITY BY STATUTE DESIGNATES ORGANIZATIONS TO SERVE ITS CHILDREN

BUSINESS DEPARTMENT

The Business Department sees that the sites, buildings, and physical equipment is in good condition and that the employees are paid. To the child this department is most vividly represented by the Janitor.

EDUCATIONAL DEPARTMENT

The Educational Department develops the curriculum and does the actual work of teaching the children and conducting the schools. The point of contact of this department with the child is largely through the teacher and principal.

THE WELFARE DEPARTMENT

The Welfare or Attendance Department, an instrument of the educational department, checks the attendance and welfare of all children of school age. Some children know the welfare officer very well indeed. When the case enters the Juvenile Court the probation officer appears.

MUNICIPAL RECREATION

The Department of Municipal Recreation and Adult Education among other activities conducts after school playgrounds and social centers. Children meet this department through its game leaders, playground directors.

SERVICES OFFERED THROUGH THE PUBLIC SCHOOLS OF MILWAUKEE

ART INSTITUTE

The Milwaukee Art Institute offers Saturday morning free classes to school children. The child knows this agency through the instructor.



SOCIAL AGENCIES

The various Public Social Agencies of Milwaukee City and County.

SERVICES OFFERED THROUGH THE PUBLIC SCHOOLS BUT BY OTHER STATUTORY AGENCIES

THE PUBLIC MUSEUM

The Public Museum supplies visual material to the schools, conducts museum tours, sponsors lectures which are open to all children of the community. The children know the museum guide as their friend.

THE PUBLIC LIBRARY

The Public Library makes book loans to the children through the schools in addition to loans made directly to the children. To the children the librarian is the Public Library in person.

THE HEALTH DEPARTMENT

The Milwaukee Health Department examines children, assigns them if need be to special schools, recommends exclusion or treatment, lectures to them on health. The children have contact with this department through the regular visits of the school doctor, nurse, or less frequently, dentist.

THE PSYCHOLOGICAL CLINIC

The County Psychological Clinic gives psychiatric or psychological examinations to children referred to it by the Public Schools. The children meet with an examiner.

Editor's Note: The material published on pages 440-442 comes from *The Eighty-Fifth Annual Report of the Superintendent of Milwaukee, Wisconsin, Public Schools for the Year Ending June 30, 1944*. It is quoted by permission of Lowell P. Goodrich, Superintendent of Schools.

Today's Investment Is Tomorrow's World

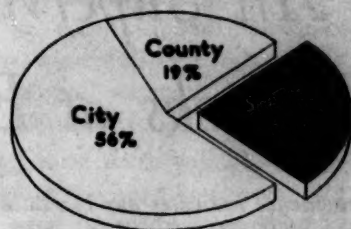
By W. H. PILLSBURY

How human welfare tomorrow depends upon today's investments in both children and money is the point of emphasis made by Mr. Pillsbury, superintendent of schools, Schenectady, New York, in his "Annual Report of the Superintendent of Schools."

THE WORLD OF TOMORROW belongs to the children of today. They will live in it and be shaped by it. How they will live, how they will work, and what kind of world they will make for themselves and for us depends on the educational investment which we make in them now. It is the youth of today who will carry on the American tradition of freedom. It is our youth who will make tomorrow's great advances in science, economics, and the arts of living. They are the future of America.

The war has shown many times over that we in America have invested wisely in education. American schools have attempted to keep their curriculums alive to the changing needs of a changing world. They have tried to develop in the boys and girls under their care those skills and attitudes which will help them to live a healthy, happy life together in a democratic society. Life in democratic American classrooms has fostered in our young men and women qualities of initiative, endurance, straight thinking, self-reliance, cooperation, and pride in a good job well done. Traits like these, which mark the American wherever he may be, are paying dividends daily in foxholes, submarines, and Flying Fortresses all over the world.

Schools' Share of Local Taxes



- 1944 Tax Bill

From "The School Budget for 1945"
Schenectady, N. Y.

The generation that returns from the war will expect a peace based on a world point of view. The schools must educate now the generation which will keep that peace. Only as we build tolerance, understanding, and an outlook which reaches beyond state or national boundaries in the children in our schools today, can we hope to assure lasting peace and growing freedom in the world.

A job of this magnitude and importance demands the best schools our resources can provide. It requires alert, resourceful teachers chosen for character, personality, and scholarship . . . trained experts who can help both teachers and pupils . . . adequate, up to date teacher aids . . . administrators who know the importance of surrounding an able staff with optimum working conditions

America's soundest investment is in its schools. It is an investment which will pay dividends to every man and woman in the nation, again and again through the years: a quick bonus now in trained workers to meet a manpower crisis . . . slower, yet even greater returns in competent citizens and forward-looking leaders . . . unexpected profits in future authors, artists, composers, and scientists — children in school today.

An Art Supervisor Looks at Elementary Education

All the evidence indicates our increasing dependence upon each other; not only dependence upon each other in our own country but our dependence upon peoples of other lands. It has become evident, too, that we know very little about our neighbors in other countries and that much of what we have been taught about them is untrue. What some of these untruths are and what needs to be done to prevent continued erroneous interpretations of our world neighbors are discussed by Miss Rasmussen, instructor and critic in art, University School, Indiana University, Bloomington.

THE ART TEACHER in the modern school must be more than a specialist in her own field. She must know and understand children of all ages, she must always be on the alert to discover the interests of boys and girls in school and out, and she must see art as it functions in their everyday experiences. The integrating process of making art experiences a vital part of the school curriculum as well as of living runs deeper than correlations. Art must be more than a subject used to get colorful decorations for the classroom. Through art it is possible to develop an intelligent interpretation of others whether they be others in our own community, Americans of other eras or other regions, or people of other countries.

I remember sitting in a history class in which the children were learning about Paul Revere the silversmith, as well as about Paul Revere the man who took the midnight ride. The children spoke about Duncan Phyfe, the cabinet maker, and also

about merchants, politicians, and heroes. They talked about Colonial and Georgian architecture and pointed out buildings in their own community that showed Early American influence. At the same time these children were experiencing art and learning facts of historical importance.

In a fourth grade room I picked up a magazine containing an interesting article which told what British children were studying about the U.S.A.¹ Nine- and ten-year-old British children were enjoying choral speaking and learning about our country by repeating together lines from Vachel Lindsay and Walt Whitman. I could not help contrasting the strength and courage of the English selections from our poets with the weak sentimental compilation of poetry for American children which was recently assembled in one of our cities and widely circulated throughout the nation. I compare two poems about animals. The first poem, author unknown, was in this American collection. My music supervisor friend uses it as a jingle to teach rhythm, but beyond that, is it poetry?

I had a little doggy that used to sit and beg;
But doggy tumbled down the stairs and
broke his little leg.
Oh! doggy, I will nurse you, and try to
make you well,
And you shall have a collar with a little
silver bell.

The second poem, by Vachel Lindsay, selected by the British teachers was:

¹ "British Children Study the U. S. A." By Chester S. Williams. *American Junior Red Cross News*, February 1943. Page 146.

The deer of Quartz Lake, Quartz Creek,
and Quartz Ridge

Leap to a rhythm that sets me afire;
They jump the rail fences, jump the
barbed wire.

They live in their leaping; they hold their
heads high,

Those quivering, shivering delicate wonders,
the deer of Quartz Lake, that rush by.

The English children's idea of us as a nation of gangsters, cowboys or Hollywood glamour girls was being replaced with an honest picture of us as a young, strong nation, yet a nation of common folk much like the English. The article also recalled to mind the experiences of a fifth grade group. The children were discussing how the British were different from us and one boy had volunteered a typical vaudeville imitation of an Englishman. About all that I remember from my early studies about England are the annual tales of the Pilgrims every Thanksgiving. I recall nothing about the people of modern England.

Teaching the Dramatic Rather Than the True

What are we teaching children in our elementary schools today about the people of other lands? Too often we dwell long and dramatically on the picturesque small countries (Holland every March!) and skip over the great powers—England, Russia, Germany, China, and India. Part of the reason for this is that the quaint and colorful subject matter about Holland lends itself to projects in correlation: constructing windmills, making Dutch costumes, learning to dance with wooden shoes, making murals with Dutch people dressed in full skirts and pantaloons.

True, certain places in Holland are very picturesque with their old windmills and pointed roof houses. But before the war Holland had experimented boldly with modern architecture. When peace comes

and Holland rebuilds her cities, she will not be afraid to experiment with the new. Are we going to continue teaching the quaint, peaceful Holland of the Middle Ages or shall we acquaint today's children with the new Holland?

Of course there will be similar changes in all the war-torn countries. We Americans must be ready to interpret progress, not to preserve antiquity. In studying other people let us discover what we share with them in common and what contributions they have made to us and we to them.

Speaking of having things in common reminds me of a fifth grade geography book on Asia which I picked up only a year ago. I turned to the section on Japan. The author described the glories of Japan. He brought forth how much their civilization resembled ours. Then I paged over to China. They were very backward people said the author and, he continued, we are so superior to them that we could never have a common cause with them as we could with the Japanese.

In the first years of my art teaching when the sixth grade studied Japan I helped the children to visualize Japan as a country of beautifully kimonoed people against a background of cherry trees and pagodas. To have pictured them as a growing industrial nation with workers clothed much as our own would not have been "interesting" or dramatic. As adults our opinion of Japan as a nation, until the war taught us otherwise, was just as flowery and impractical as an elementary school project on Japan: pretty, polite little people, twirling parasols and mincing about on clogs. Was it because these were the things we learned about Japan when we were children in school?

The richness of a teacher's background in reading, personal experiences and travel is carried over in all she teaches. I enter a

room to "teach art." Up goes a shout like a crowd yelling when the football team runs onto the field. These boys and girls are not "artists" but they are enthusiastic and energetic human beings. Their spontaneous reaction to my entering the room is a reflection of their teacher's wholesome zest for working with boys and girls in the schoolroom and, also, for a good time for herself outside of school when her work is over. Miss A has lived in several parts of the United States and has traveled across most of our country. She has gone abroad and has taught in the Orient.

I enter another room. There is no response from the children. The teacher neither smiles nor speaks to me. Miss B is just out of teachers college. She does not subscribe to a newspaper because it is too expensive when one has an apartment to keep up. Reading is a chore after she has worked with children and books all day. The only recreation she can find is in going to the movies.

Miss B's children are studying the Scandinavian countries. "Who were the Vikings, Jane?" asked Miss B. "That's right, the Norsemen and Swedes. But there isn't any more Norway and Sweden today, boys and girls; the Germans invaded those countries."

"Why were the Vikings such great sailors, Jerry? Yes, and of course in such mountainous countries as Norway and Sweden there was no room for farming."

I visualized the fertile green pastures and golden fields of southern Sweden that so resembled the southern part of our own Wisconsin. Would not the children have a truer and finer appreciation of Norway, Sweden and Denmark if their bulletin board displayed photographs of the modern Scandinavia (at least as we knew it before the war): modern architecture which they accept more readily than we do; modern Swedish furniture which has

influenced ours; beautifully designed Georg Jensen silver, Orrefors glass, Swedish weaving, Danish china, large paper mills, power dams, harbors for boats from all over the world; the people who work and play much as we do, dress much as we do?

We art teachers have been guilty of promoting the fraud that there is a stork perched on top of every cottage chimney in Denmark; that all one can see in Norway is a series of mountains on which goats are grazing and to which green grass roofed huts are clinging, and that all over Sweden people are dancing in their native costumes. Instead of perpetuating such erroneous concepts let us share with children some of the beautiful, honest and recent photographs and literature of modern Scandinavia.

Appeal on the Home Front

Quaintness is a quality not monopolized by foreign countries. Instead of teaching children the peculiar little things about lands far away, let us first make them aware of the individuality of their own community. The charm which favors some American scenes is not beautiful like a Gothic cathedral but it has a lusty appeal to inspire even the youngest artist.

In our town we have a rambling, castle-like brewery set high above the river flats. There is a funny little dead-end street nicknamed Pig Tail Alley. The tanks and elevators down along the tracks are very exciting forms. There are bits of other places in our town: this house set close to the street looks like Provincetown; those brick buildings suggest a bricklayer who lived in Philadelphia; that row of company houses reminds me of a mining town—they are not pretty individually, but there is rhythm to the repeated points of their roofs.

It is the way we interpret a thing that makes it fine. Right here at home we can

find much interesting subject matter for expression. Many American artists of today came home to the United States and found their field of expression in their own country. American teachers must come home to their own community and the children's own experiences for their chief source of art expression.

The birthright of all children is to be happy. In an underprivileged neighborhood especially, the teacher should be able to give the children the gaiety that they lack in their drab lives. So much of this can be done through the arts: music, dancing, creative writing, as well as painting, modeling and other activities. Teachers can bring a finer appreciation to their children by their own expression in making art a part of life—colorful and well-arranged schoolrooms and colorful and well-groomed teachers!

Teachers for tomorrow's schools must keep pace with this fast spinning world. If we cannot actually ride the rails from

the Atlantic to the Pacific, sail the seven seas or look down from the sky and see and explore every corner of our home towns, our native states and our neighbors at every curve of the globe, we must be alert to go by books, lectures and travel pictures. The elementary teacher must enrich her background beyond an elementary level if tomorrow's children are to be more awake to the activities of the world than we adults were on the morning of December 7, 1941. Now is the time to begin saving and planning trips to all parts of our shrinking world. Now also is the time to scrutinize our own little community much closer because the beginning of appreciation is understanding ourselves. In a world of changing ideas and values we must have something basic to build on. Before we can evaluate others we must have a clearer picture of ourselves. Our increasing dependencies upon each other make it imperative that we seek the truth about each other and ourselves.

The Wind

By BEATRICE E. LUCE

There's a quiver
On the river,
The wind is going to blow.
Do you know how I know?
The ripples tell me so.

Nearer, nearer,
Faster, faster,
The ripples wider grow,
And that is how I know
The wind is going to blow.

The wind is here,
Now I can hear,
The waves splash on the shore,
The green comes with a roar,
The white jumps in before.

I knew it would,
I said it would,
And you know how I know,
Every time the waves act so,
The wind is going to blow.

Today's classroom is a social microcosm—a small community which is a little world of its own—in which lie great educational opportunities for the children and teacher who live within it. Mr. Robinson, superintendent of Mercer County Schools, New Jersey, points out some of these opportunities in the areas of race relationship and individual differences.

“WHAT WOULD YOU DO if your child were in a room where all the children were Italians? Where there were a number of Negro boys and girls? Where some of the children were Mexican, Chinese, or Polish? Would you take him out?”

These questions, asked by Esther Maginnis in an article, “Among His Peers,” is one that is assuming increasing importance in modern school life.¹ During the past decade, first because of economic stringencies and later because of the great need for unprecedented numbers of workers in certain defense industries, the movement of families from one section of the country to other sections has been greatly accelerated. In the classroom this movement has been reflected in the form of a greater racial heterogeneity. Smiling, olive-cheeked faces which answer to the names of Tony Massara and Santina Traponi; ebony countenances that respond to the names of Roosevelt Grant and Ethalene La-Mar; swarthy faces which open expansively when the names Manuel Buenavista or Pedro Valdez are mentioned—all of these now find seats among children who reply to the names of Robert Cooper, Jr., Gloria Taylor, and Andrew Mather, III.

The task of the school in treating pupils of various racial and economic backgrounds is not open to question. It must respect each child as an individual with actual and potential abilities that can be developed to serve both the individual and

Laboratory

the society in which he lives. He must be treated fairly and must be given a feeling of security. He must receive the friendship, the sympathy, the attention, and the understanding guidance that is the due of every other child in the class.

Perhaps the greatest contribution the public school has made historically to American life—a contribution that has never received the tribute it deserves—is the success with which it has amalgamated the various racial components of our citizenry into a population that is distinctively American. The public school has always been the prime force in Americanization. It has literally been a gigantic melting pot from which have emerged millions of people with variegated names but with one heart throb beating with the love of their adopted country.

The school systems of other nations, facing by no means so gigantic a problem of assimilation, have invariably failed in building common ideals, traditions, interests, and attitudes among the diverse elements of their population. Educators from foreign shores have watched with amazement Serbs and Croats playing on the same school basketball teams, Jews and Germans cooperatively working on the same project, and Turks and Armenians striving for a common end in an educational enterprise.

Thus there is reason to believe that the school with its background of success in the field of assimilation is well equipped to handle even the most difficult situations involving relationships among children of diverse origins. But the school can achieve only a moderate degree of success—and

¹In *National Parent-Teacher*, January 1943.

By THOMAS E. ROBINSON

for Democracy

never a lasting success—unless it has the understanding help and support of parents.

A neat, long-curled girl recently entered a school, followed by her irate mother. The girl, declared the mother, had been on her way to school when a colored child had hit her. "I have instructed my child," the mother said, "to come home immediately if any colored boy touches her." When the boy was called to the office, he admitted that in play his hand had touched the girl's shoulder. Upon request, he illustrated his action. The girl acknowledged that she had not been hurt in the slightest and that if a white boy had touched her she would have considered the incident of no importance.

In another instance the school had chosen a charming little colored girl as Cinderella in a play. She was indubitably well cast, for in singing, voice, and presence she assumed the role to perfection. After the play, however, a mother angrily threatened to withdraw her blond daughter from the school because she had been cast in the less enviable role of Cinderella's cruel sister. In this case the daughter had apparently considered the casting fairly done and the question of color of insufficient importance to mention to her mother before the day of the performance.

In another play a white primary child held out her hand to a colored child and said, "Come, Brother, let us go to town to sell the strawberries we have gathered." The grandmother, who was in the audience, violently berated the principal after the curtains had been drawn, for permitting her granddaughter to assume such a relationship with one of another color. The mother, more tolerant, defended the school and gently silenced the older critic. The

teacher explained later that the girl had chosen the colored boy as her companion in the play because he could "skip off the stage" better than his competitors for the role.

Instances such as the foregoing can be cited by any principal of a school which enrolls a sizable proportion of Negro youth. From such experiences several realizations regarding intolerance have crystallized:

The first realization is that the older generations—great-grandparents and grandparents—find greater difficulty in adjusting themselves to the racial heterogeneity often found in present-day classrooms than do younger mothers and fathers. The degree of racial democracy varies, generally, according to the age of the possessor.

Second, the spirit of racial democracy seems to bear a positive correlation with education. Parents with educational advantages are, on the whole, better able to view with equanimity and understanding the association of their children with children of differing heritages and backgrounds. Some parents welcome such association, recognizing the fact that children who have the advantage of a wide range of social contacts, who find likable people in many groups, are developing democratic personalities that will be an invaluable asset in life.

Third, children are naturally democratic and tolerant, if permitted to rely upon their own judgments. They are inclined to base praise and criticism upon worth. They have a distinct tendency to assign participation in group projects solely upon ability. They are essentially fair. When children show intolerance, the cause usually lies in injudicious remarks made by parents in their hearing. In the development of attitudes of tolerance, the home plays a role even more important than that played by the school.

What One Study Reveals

The present status of minority racial groups in our schools without doubt can be ameliorated through sympathetic study and understanding. One principal recently

surveyed the colored population of an elementary school and found that 43.6% of their homes were broken because of the death of one or both parents, or because the parents were separated. Sixty-four per cent of the parents had never progressed farther than the seventh grade; many had never attended school; and some could neither read nor write. Because of low family income, seventy per cent of the mothers were obliged to work, thereby denying their offspring a normal home life. Seventy-one per cent of the parents were either domestic servants or unskilled workers. Sixty-five per cent of the families had an average income of less than five hundred dollars, and only twenty per cent owned their own homes.²

The study, according to the author, indicates that schools will have difficulty developing desirable citizenship patterns in Negro children until the economic level of the Negro home is raised. So long as the Negro mother must leave her home to work as a domestic servant for meager wages to supplement those of her husband, so long will the Negro child be grossly neglected. Like all children, Negro children develop best when they possess normal home contacts with their parents.

The first requirement for an improved citizenry among Negroes, he points out, is higher wages, especially in domestic and unskilled work. The second requirement is more adequate training not only for the

more lucrative jobs but also for the domestic jobs they now hold, so that they can do better the work that they are already doing. Then, on the basis of improved service, they will be able to ask for higher wages. When the income of Negro families is increased, the community and the state will benefit.

The School—A Social Microcosm

The school is one instrument, created and supported by society, to improve the effectiveness of individuals and groups of individuals living and participating in American life. All children have equal rights to enjoy its advantages. All children should possess equal expectations of finding happiness in their contacts with their classmates. Only when children find happiness and social satisfaction do they continue in school.

Racial heterogeneity in a classroom is typically American and is in itself a test of democracy. But, beyond its importance as a test, it offers probably the best laboratory ever conceived for training the child in democratic living. Communities in whose classrooms racial and economic diversity prevails are to be envied. Diversity may beget problems, but it likewise begets a wealth of educational opportunities for both parents and pupils.

² "Home Influence on School Work." By John F. Potts. *Nation's Schools*, December 1941. Pp. 27-28.

Falling Star

By JEAN SOULE

Tonight I watched a falling star.
It left its trail beyond me far,
A gleam of white across the skies
No brighter than the fireflies
That trim their little lanterns' light
Among the orchard trees at night.

About Americans

Here is a story from Mrs. Evans' book for children, "Adventure With People," which is to be published by the Capital Publishing Company, New York City, next fall. It tells in simple terms how Americans came to be and shows some of the ways we were and still are dependent upon each other.

DOWN THROUGH THE AGES the peoples of the earth have wandered over the globe. They may have settled down for several hundreds of years in one place, but after a while some Mr. Alfred Biggle would decide to go traveling. And with him would go his wife and children and some of their friends and relations.

Sometimes these brave and adventurous people went to places that had never seen a human face—to earth that had never felt a human footstep.

America was a place like that. For we don't know how many thousands of years there was no person here at all. Elephants and oversized buffaloes with long, shaggy hair and huge tusks; deer with sharp-pointed horns and softly stepping feet had the freedom of our land. They thundered over the mountains and grazed quietly in our green valleys without ever bumping into a human soul.

That was before the Biggles found it, or whatever their names were. All we know is that the name certainly wasn't Columbus.

Yellowish-tan men, their skin burned a red brown by the sun, their black, straight hair streaming in the wind, first stepped into the wilderness of America. They brought their families, too—their light brown wives, their black-haired children

with slant eyes opened wide to the new sights. They brought their dogs.

No one knows exactly how they came. They may have come on foot, for it is possible that there used to be a bridge of land from Siberia to Alaska. They may have come by boat—in little, slim and narrow skiffs of boats, sailing as the winds carried them from one small island in the Pacific to another.

No one knows why they came, either. But we can be rather sure that they went traveling for the same reason that most people wandered the earth: because they were hungry. They were probably looking for something to eat. They were almost certainly not looking for a beautiful country where you and I could live and go to school and work and have fun. The Biggles were almost certainly not thinking about us at all!

We don't know how long it took them to come. It is sure to have taken a long time. Some of them stopped in the cold country of Alaska and became the people we know as Eskimos. Some of them came right down or up—depending on where they landed—to what is now the United States, although it certainly wasn't then! Others wandered farther south to the high and lofty mountains, the soft and sunny skies of Mexico. They were the people whom Columbus called the Indians.

They were the first Americans. Most of us, as well as our great-great-grandmothers and-grandfathers, came here much later.

We came uninvited to the Indians' land.

But because the Indians were here and had been here for hundreds of years, it was a better America. In the first place, the Indians knew a lot about living here

that the newcomers didn't know. They had learned which animals and birds were good to eat, and how to track them down. They had learned to grow some special foods. These reddish-tan men who first stepped into America had to teach those of us who came much later how to live here.

They didn't teach us to fight them, though. We did that all by ourselves. The Indians wanted to keep their own villages and farms and houses that they had worked so hard to build. We wanted their land. We had guns, so we pushed the Indians out of their homes. Sometimes today we feel that the Indians don't even belong in America. We sometimes forget that it was their country first.

People kept on traveling and many people from many lands came to the United States. If they hadn't come, where would you and I be? We certainly wouldn't be *here!*

People came here because they were hungry and there was no way to get enough food in their own lands. They came because they did not like their kings and wanted more freedom. They came because they were tired of the old ways of doing things, and wanted to try a new life in a new land.

Most of the people who came to America came because they wanted to come. They decided quite by themselves that they wanted to live in a New World. So they built their own boats. Or they saved money and bought passage on the sailing ships that were willing to risk the dangers of the ocean voyage.

But there were some people who came because they were made to come. In England there were people so poor that they gave themselves to richer men in order to get food and a place to live. These bond-servants had to do what their masters told them to do. They were even sold to other men who could do with them as they

wished. Many of them were forced to come here to work in the fields of Virginia and North Carolina.

These English people were the grandmothers and grandfathers of many people who live in America today.

As the first settlers began to grow more and more tobacco and cotton, they needed more and more people to work in the fields. As they began to build more and more houses and barns and towns, they needed more and more workers. The supply of bond-servants began to give out.

That is why ships sailed along the coast of Africa. That is why men from these ships went into the little green villages of Africa, into the happy, green farm lands, and kidnapped men and women and children to work in the new land.

The people whom they captured and took from their own homes were farmers and carpenters and musicians. They were merchants and wood-carvers and weavers. Some of them had been kings in their own land. Some had been the wise men of their tribes: the teachers, the poets, and the doctors.

When they got here, they were sold into slavery. And they were the grandfathers and grandmothers of many of the Negroes who live in America today.

America kept growing. Men began to build better and safer ships. Men began to clear the forests and plant the land farther and farther to the West. From the Atlantic Ocean toward the Pacific Ocean people were pushing into new places.

The people who did this, who rode in the covered wagons, who opened the water-ways, who built the railroads and great cities all over our country, were people who came here in ships from other lands.

They came from all kinds of places with all kinds of faces and all kinds of ways of

(Continued on page 467)

The Nursery School Helps a Retarded Child

The following report of a nursery school child presents chronologically what the nursery school teacher observed, what information she sought, what techniques she used in obtaining this information and what teaching methods she employed to help this particular child. Miss Gardner is head teacher in the Institute of Child Welfare, University of California, Berkeley.

ON HIS FIRST DAY in nursery school Jack, aged three years ten months, came running into the room, paying no attention to his mother or to his teacher who attempted to inspect his throat and to show him his locker. Outdoors he darted awkwardly across the yard, falling three times before he had gone twenty-five feet. Although in these falls Jack grazed and bumped himself he showed no signs of pain. He simply got up and ran on, disregarding the other children as he brushed and bumped into them in his progress from one activity to another.

From the first he attempted play on many varieties of equipment in the nursery school yard but his poor muscle coordination made his use of the equipment a source of physical danger to him. His mouth was usually open, he drooled, picked his nose, and babbled. It was difficult to obtain responses from Jack, no matter how simple the directions given to him. He showed no interest in stories nor in any activity which necessitated sitting quietly. During rest period he crawled under, up, and over his cot, pausing only briefly in one position.

As there was no change in Jack's behavior on subsequent days in the nursery

school, it was evident to his teachers that this boy differed from his age peers and was in need of special understanding and special help in many areas of behavior. In order to have a basis upon which to formulate a workable plan for helping him it was necessary to investigate the factors which might be influencing his development.

Mental test scores: Jack was given the Stanford Binet (Form L) with the following results:

C.A.	M.A.	I.Q.	Range
3 yrs. 11 mos.	3 yrs. 3 mos.	83	II - VI

Analysis of mental test items indicates that some items are more significant or have "higher loading" in revealing intellectual ability than others.¹ It is of some interest that Jack passed two out of a possible eight regarded as having high loading, and four out of a possible eight having low loading.

Although the comparison of passes and failures on the Stanford Binet indicated that he was not unduly penalized by inadequate speech, it seemed worth while to test Jack on non-verbal items of the California Preschool Form A. Block building was the only non-verbal item which he passed in excess of his chronological age. The other items showed a retardation ranging from 0 to 15 months.

Motor test score: Since Jack handled test materials and play equipment in a very awkward manner, a check was made on his motor development by use of the California Scale of Motor Development. His

¹ *The Revision of the Stanford-Binet Scale.* By Quinn McNemar. New York: Houghton Mifflin Company, 1942. Pp. 185. (Pages 111-112.)

final score showed him to be three months retarded at age four. On the items he completed successfully he showed a lack of ease, grace and coordination in manipulation.

Anthropometric technique: Jack's small stature as compared to other children of his age in the nursery school made the recording of his body measurements of immediate interest. When his height, weight, and width measurements at the age of four years were plotted on the Bayer-Gray Growth Chart we found him to be approximately at the level of a three-year-old boy.²

Skeletal assay: In terms of Jack's skeletal assay, based on a comparison of an x-ray of Jack's hand with the Todd Standards, we found him to be slightly below the norms for his age group but less retarded than in body dimensions.³

Medical examinations: Jack's pediatrician reported his general physical condition as good at four years, the roof of his mouth as slightly but not abnormally high, and his muscle tonus poor.

Early in the period of investigation a neurological examination of Jack was suggested to his mother. She agreed, and the neurologist reported his findings as within the range of normal.

Report on speech: In the opinion of his speech teacher the roof of Jack's mouth was only slightly higher than average but the muscles of articulation and the lips were weak.

Analysis of responses to projective techniques: A series of pictures on which we had responses of other boys of his age brought no stories from Jack; he merely enumerated objects.⁴

² "Plotting of a Graphic Record of Growth for Children Aged From One to Nineteen Years." By L. M. Bayer. *American Journal of Diseases of Children*, 50:1408-1417, 1935.

³ *Atlas of Skeletal Maturation.* By T. Wingate Todd. St. Louis: C. V. Mosby, 1937. Pp. 203.

⁴ "Individual Differences in Apperception Reaction: A Study of the Response of Preschool Children to Pictures." By E. W. Amen. *Genetic Psychology Monographs*, 1941, 23:319-385.

Next an observation of individual play was made. Jack was given a box of dolls, furniture, animals and assorted blocks. His main response was one of quick but awkward large muscle activity with the blocks. He initiated very little play with the toys but, in an infantile fashion and with but short spans of concentration, repeated unrelated acts requiring little skill. There was much smiling and asking "what's dat?" The analyst reports:

While one play episode is not sufficient to advance more than a tentative interpretation, my general impression is that of a child whose retardation, lack of skill, and low level of play activity stand in significant relation to oral frustration and to a feeling of being rejected.⁵

After having made these observations and tentative inferences concerning Jack's present status, it seemed pertinent to make an investigation of his early development and history, and of all family factors which might throw some light upon his behavior. This was accomplished through interviews.

Developmental data: Jack was born in a Panama hospital. Ten days before his birth his mother had "false labor" but he was a term baby weighing six pounds fourteen ounces and measuring nineteen inches in length. Although his subsequent behavior and developmental retardation suggest birth injury, the mother's report was that delivery was normal in every particular. He was breast fed for two and a half months before the mother's milk disappeared. At nine months weaning was unsuccessfully attempted, so he continued with the bottle until he was one year old when an abrupt and complete weaning was effected preparatory to making a trip to the United States. He refused milk for four days, then drank from a cup. He did little crying in his first year, but he was never permitted to "cry it out" during

⁵ "Studies in the Interpretation of Play. I. Clinical Observations of Play Disruption in Young Children." By E. H. Erickson. *Genetic Psychology Monographs*, 1940, 22:557-671.

his year in Panama since the heat was regarded as very exhausting. During this time his mother not only gratified his every wish but was also responsible for all of his training. According to his baby book his early developmental record was, with few exceptions, normal. These exceptions were: sitting alone at ten months, eruption of first teeth at thirteen and a half months, and first talking in words at three years.

When he was three his mother first noticed a rigidity of Jack's muscles when she spoke sharply to him. This rigidity lasted for about three seconds. She became thoroughly frightened and as a consequence has not allowed herself to speak sharply again and has noticed no reoccurrence. However, his nursery school teacher in the school he attended previously, reports the assumption of a rigid posture on occasions when Jack was frustrated or aggressively approached by other children. In the present nursery school this behavior has been noticed twice, in frustrating situations, over a period of eight months.

Prior to entrance in this nursery school Jack had attended nursery schools since he was eighteen months old. He had, however, never succeeded in becoming an integral part of the group. His small stature; awkward, random activity; limited interests, lack of speech and dependence upon adults had been consistent patterns.

Family history: Jack is a member of an American family composed of the father, 44, mother, 43, and a brother 18 years of age, living in an attractive home in one of the better residential districts.

His father is a tall, slender man. His wife describes him as being nervous, aggressive, dynamic, brilliant and determined. He was born and educated in an eastern city of the United States. He was graduated in three years from a college of engineering and later graduated cum laude from law school. He has alternated foreign and United States assignments as an

executive with an American business firm engaged in construction work. His health has always been good except for headaches.

The chief dissimilarity, noted in the family history, between the father and mother lie in their scholastic achievements. The mother completed only two years of college before entering a secretarial school.

Jack has never shown any similarity to his brother who now at the age of eighteen is a tall, slender, well-built, mature youth. From birth the brother has followed a pattern of normal physical, mental and social development. He was born in the eastern United States and has attended schools in various parts of the United States, China and Panama, being graduated with honors from high school shortly before his eighteenth birthday. He is now attending university in the eastern United States. He has participated in individual and group sport activities and has always established and maintained friendships with the boys and girls in his group. In disposition he appears to have his mother's quiet friendliness, stability, and unassuming attitude. He is patient with Jack but more forceful than his mother in executing any correction he may attempt. He has spent little time with Jack and there is little evidence of any close tie to him. He follows the lead of his father in mental prowess and scholastic achievement.

What the Evidence Showed and the Results Obtained

Let us now summarize the evidence obtained from personal observation of Jack; from the use of measurements, tests, and projective techniques, and from interviews and reports from his pediatrician and speech teacher.

We find Jack to be a dependent, imitative, determined boy who has few acceptable techniques for gaining social recognition. He is rejected and ridiculed by his age peers. His concentration span

is short, his interests limited, and he demonstrates a striking inability to conform to the group mores. It seems reasonable to assume that he gains considerable satisfaction from his dependence upon and domination of his mother. Various factors have probably contributed to this relationship. Jack's retardation seemed to be taken by the mother as a reflection upon herself. She doubled her efforts in attempting to bring Jack up to the developmental level of his peers. However, she succeeded only in making him more dependent upon her.

It was recognized after Jack had been in the nursery school a few days that he could best be helped by placement in a small group of children with a staff trained for working with deviate children. Since such facilities were not available the nursery school teachers held a series of staff meetings during which they formulated a general policy for working with him.

Teaching techniques: It was decided that Jack should be directly under the supervision of the head and assistant teachers. These teachers who were working daily in the nursery school were able to give continuity and consistency in the teaching techniques they employed. They also gave Jack an opportunity to transfer some of his dependence on his mother to them.

Aware of the dangers in his free use of large equipment, the teachers immediately began to foster Jack's safer use of this equipment. They did this by getting his attention and by reminding him to hold tightly, to watch where he put his feet and hands, and to be a careful driver. All directions were repeated until he showed signs of understanding them. They were spoken slowly, simply, and clearly, with a gradual increase in the number of words used. At the same time he was encouraged to carry on simple short conversations

with the teachers. This led to an interest in brief stories read to him at first individually, then with one other child and later to small groups.

In order to establish a bond of interest with children his own age in a simpler situation than that of the group, he was taken on short trips around the campus, first alone and later with a child of his choice. In his social approaches to other children the teachers anticipated and forestalled many frustrating situations both through some redirection of other children and by suggesting effective social techniques to Jack. He was given considerable praise whenever his behavior warranted and at all times met a friendly, affectionate response from his teachers. At rest time one of them sat beside him on his cot and encouraged him to relax. Gradually the length of the rest period was increased. During his stay in the nursery school the head teacher made a number of visits to his home where they played and ate together. These visits were followed by his visiting the teacher in her home without his mother, in order to establish a close bond of friendship.

Response to teacher techniques: While it is true that Jack took an inordinate amount of teacher time during his first semester in the nursery school, he showed marked improvement. We may not conclude, however, that this improvement was entirely due to training since developmental factors must also be given consideration. Jack was now able to use the climbing apparatus without falling, to pull the wagon up the hill and steer it down without bumping into other pieces of equipment. His interests broadened and his concentration span gradually lengthened until he would listen to the complete reading of a short story, at first alone and then with the group. Finally his extremely

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The Hard of Hearing Child In Our Schools

If you have a hard of hearing child in your group, what can you do to help him, and incidentally to help many children who have no hearing impairment? Mrs. Radcliffe, director of social service for the San Diego Society for the Hard of Hearing, gives some practical advice.

THE HARD OF HEARING CHILD in our schools is handicapped more by a lack of *understanding* of his problems on the part of his parents, teachers and friends than by his impaired hearing. We have a tendency to overlook the child who is doing satisfactory work in school, but that very child may be under a terrific nervous strain in order to maintain his place in the classroom. If this child suffers from some form of perceptive deafness, the drain on his nervous energy may result in a more rapid increase in his impairment than would be the case were his deficient hearing recognized by the classroom teacher.

All teachers have a responsibility toward their pupils. We wish to see them receive the maximum benefits from their educational opportunities. As a former hard of hearing child in the classroom, as a teacher of speech reading, and as a student of aural problems in education at Claremont Colleges, my desire is to help the classroom teacher understand the difficulties under which these children with crippled ears labor to learn. Hence, this manuscript has been prepared for publication.

Leadership qualities of the hard of hearing child have not as yet been developed

to their full capacity because their teachers do not realize the tremendous task of adjustment the child has. The original language of a child upon entering school is auditory. He has formed an auditory pattern and can understand many words for which he has no speech patterns. His vocabulary upon entrance at school may depend upon many things: social environment, home conditions, and his physical ability to hear. His language memory and association of ideas make the change from a world of sound images to one of visual images difficult.

If the child enters school with impaired hearing, the sound stimuli may have been received and perceived imperfectly. He must learn to associate the imperfect sound image with a visual image, which is a new world to him, and to *give them meaning*. If it is difficult for a child with normal hearing to build a visual language upon his foundation of aural stimuli, if he does not at first perceive the association between his sound and sight impressions and give them meaning, is there any wonder that a child who suffers from impaired hearing has more difficulty in learning the visual symbols of words which have no aural meaning for him? The deafened child tries to follow the normal pattern and may have difficulty in developing reading readiness. The inadequate aural pattern of the child with impaired hearing may slow up his perception of the connection between the word "pig" and the animal, for to him the word might have been either "pig" or "big."

How Can the Teacher Help the Hard of Hearing Child?

You have often been told of the large number of hard of hearing children in the remedial reading groups, the children with speech difficulties, and the socially maladjusted children. Let us imagine that you have found a child with impaired hearing in your classroom. How can you aid him?

Think of the child not as one set apart by his impairment but as one who is normal in every way except for his hearing difficulty. Expect of him all that you would expect of a normal hearing child, only see that your method of approach is suited to the child's capacity to understand. Be sure he knows what you expect of him, give him encouragement when needed but never allow him to use his physical impairment as an excuse for mental laziness. It is too easy for the child to try to blame all his difficulties on his physical impairment. There will be plenty of times when his work will truly be difficult; there will be many obstacles in his path. Here is where he needs your *understanding and cooperation*.

The hard of hearing child needs to learn to use all the hearing he has, aided by the visual help of speech reading. What is lip reading or speech reading? Speech reading is the ability to understand what a person says by watching not only the lips but the whole vocal apparatus of lips, tongue, teeth and throat muscles. One even gets many a clue from facial expression as to the tone of voice and the inflection used.

If there is no teacher of speech reading in your community, you may help the child by having him watch for visual clues of speech to supplement his hearing. Remember that the vowels are easiest to hear and hardest to see, while the consonants are easiest to see and hardest to hear.

The chief difficulty in hearing with a majority of our poor readers, speech de-

fectives, and repeaters can be found in the higher frequencies where consonants are heard. From a perceptual standpoint, the consonants are most needed to give meaning to words. The fact that there are only about fifteen basic consonant movements causes confusion for the hard of hearing child because so many words look alike. From the standpoint of speech reading they are the same.

We call these words that look alike "homophenes." All of you know words that mean the same—synonyms; words that sound the same—homonyms; so now, if you wish to help the child with impaired hearing, you must become aware of this major problem of the speech reader—the homophene. Because of homophenous words, the child must learn to think ahead of the speaker, to grasp a clue that will give a word its proper meaning. It may take him longer to understand because his receptive mechanism is slower.

When you realize that fifty per cent of our language is homophenous, that it has several words which may look alike but may not have anything to do with one another, then you can grasp the reason for the many mistakes made by these children. Dictated assignments are misunderstood, explanations do not explain, and the child flounders around in a mental haze because the teacher's meaning is not clear, classroom discussions have not been heard, and the child cannot understand what his trouble is. What are the consonant movements which give the hard of hearing child his visual language?

For P, B, M—the lips are shut then open for the following vowel sound as in pie, by, my.

For F, V—the center of the lower lip touches the upper teeth as in face, vase.

For WH, W—the lips are puckered; the degree of puckering is variable as in white, wide.

For T, D, N—the flat of the tongue touches the upper gum as in tie, die, nigh.

For L—the point of the tongue touches the upper gum as in leaf, lace.

For R (before a vowel)—the lips are puckered at the corners as in reef.

For R (after a vowel)—the lips are relaxed and the opening is medium as in deer, here.

For S, Z, and soft C—the teeth are very close together as in say, zoo, cease.

For SH, CH, ZH, J and soft G—the lips are projected as in shoe, chew, Jew, gem, azure (zh).

For K, hard C, hard G, NG, NK—the throat movement as in cake, egg, ache.

For H—there is only a breath; there is no difference between hall and all.

For QU, KW (double consonants)—rapid movement as in quick.

For Y—a relaxed, narrow movement as in yes, you.

For TH—the tongue is between the teeth as in think.

For X—this is a double consonant ks or gz which looks like that for s and z. The throat movement is seldom seen as in box, exact.¹

Now that you understand something of our consonant movements, let us see where a child would meet them in his reading and spelling. For example, let us turn to page 28 of *Down Our Street* and see what difficulties a child might have if he were unable to hear the sounds properly.² We would meet the following words which might be mistaken for their homophenes:

WORD	HOMOPHENES
Dick	Nick, tick, dig, ding
did	din, tin
not	nod, tot, tod, knot, dot
know	tow, toe, doe
green	greet, greed
hill	ill
had	add, at, hat, ant, hand, and, an
big	pig, pink, mink, pick
back	bag, bank, bang, pack, pang
his	is
new	due, do, to, too, two, knew, dew
white	wide, wind, wine, whine, quite
many	penny, Benny

Again, for example, let us look at page 74 of the *Language Arts Speller, Book Two*, by McCall.³ We would find:

WORD	HOMOPHENES
jail	shale
fail	veil, vale
merry	berry
putting	pudding
showed	show (ed is difficult to see)
slipped	slip, slim (ed is difficult to see)
relate	relaid

Understanding something of the visual as well as auditory difficulties of these children, here are a few more suggestions:

First: Do not repeat one word which has been misunderstood. Put the word in a sentence where it will have meaning.

Second: Just as a long word may be more easily learned than a shorter one because of the larger eye span, so can a simple phrase or sentence be easier understood. (Half a dollar is easier to see than fifty cents, which might easily be confused with fifteen cents.)

Third: Urge the child to use all the hearing he has; find things for him to listen for—a bird call, a train whistle.

Fourth: Make full use of music, word repetition, and rhyme. Combine aural and visual reading as a means of training aural perception. Word repetition using the combination of aural and visual association of word meanings helps the child to build up a subconscious memory of word patterns. Words used in songs, particularly familiar ones, help to retain the auditory pattern, for words can be prolonged or accelerated giving a variety of timing and inflection, increasing perception and improving tonal quality and inflection of the child's voice.

Cooperation and Motivation Are Important

Teacher and child must work together in their search for ways and means of surmounting the obstacles in the child's path. One method may not prove satisfactory but another will prove very successful. All speech is practice material to the child

¹ Quoted from *Lip Reading, Its Principles and Practice*. By Edward B. Nitchie. Revision by Elizabeth Helm Nitchie and Gertrude Torrey. New York: F. A. Stokes Company, 1930.

² *Down Our Street*. By Gates, Huber and Peardon. New York: The Macmillan Company, 1939.

³ By William Anderson McCall. New York: Laidlaw Brothers, Inc., 1936.

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A Teacher Speaks

By HELEN I. REED

A little child with implicit trust, slipping his hand within her own,
Made her aware of all the lovely things she knew were hers to share,
Of all the endless beauty, poised, eagerly awaiting
To feed the zest for living reflected in his starbright eyes.

A poem! A haunting lullaby!
Spring dancing on the hill,
Her bonnet stitched with violets,
Her skirt a daffodil.

The glory of the universe,
Wind-blown, cloud-swept skies!
The wonder of tender new-green shoots
When winter dies!

An orchard shining in the rain,
Spilt summer moonlight down a country lane,
Words given winged flight,
The calm paternal sympathy of night.

Sure promise of another day,
The joy born of free, abandoned play.
A clean field sleeping in the sun,
The strong, proud feeling of any job well done,

A myriad shimmering, darting treasures knocked steadily at her heart,
But always just as she was ready to impart the knowledge of such store
To the child with dreams behind his eyes
The skies grew menacing with threatening forms that took her by surprise!

The Alphabet with mincing gait stuck out its tongue and bade her, "Wait!"

While Phonetics packaged with a just-so tied bow
Hurled forth the epithet, "What do your children know?"

And Numbers with hypocritical stare yelled loud and long, "Beware! Beware!"

And so within the privacy of her own room

Behind closed door, she put her arm about the child
And wove for him a song to sing,

A faith to which in blackest hours he might forever cling.

This was the song she sang to him:

Fear not to dream, my child.
Dreams are wondrous things;
Let them skip from out your heart
On light, unfettered wings.

Let them go dressed in gossamer
Or linen starched and white,
Gayly stitched in courage
For laughing skyward flight!

Number Games Can Be Fun

Games involving number can be used to great advantage in the schoolroom, not only to provide fun for the children but to provide excellent learning opportunities as well. Miss Rosenquist, associate professor of elementary education, Colorado State College of Education, Greeley, discusses some of these games and sets up four criteria for evaluating them.

TEACHERS HAVE FREQUENTLY NOTED that children who have had work that involved the use of numbers—bunching vegetables for market or selling papers—have little difficulty with arithmetic at school. All our children do not have such work experience, nor is it always desirable, but we can give them other experiences which will frequently require the use of numbers at their level of comprehension. Some of the most vital, adaptable, and easily provided of these experiences are found in carefully selected games. Such games will (1) be fun to play; (2) be organized in harmony with the development of the players; (3) use numbers and (4) be adaptable to schoolroom conditions.

Being fun to play is the first consideration. Certainly without fun there would be no point in playing the game. The numbers used become significant as a means of carrying on pleasant activities. The keen interest a player has in seeing his score grow larger with successful plays or smaller as penalties are imposed gives him a vital experience in the meaning of the symbols used to indicate progress or retrogression.

When selecting a game organized in harmony with the development of the players, three types of development need to be considered: physical, mental and social.

Physical activity which is important in most games for little children will be adapted to the muscular coordination of the players. The five-year-old child will enjoy a game of tenpins played with empty oatmeal boxes and a large ball, while a seven-year-old will prefer the same game played with toilet paper rolls and a tennis ball.

It takes a greater mental maturity to play a game involving several activities than one in which the activity is simple, e.g., dominoes. In the traditional game the player is concerned with matching number patterns, with making combinations divisible by five and with getting his dominoes played before his opponent does. In a simple game the children merely match patterns and play their dominoes. The traditional game can be enjoyed by eight-year-olds and the simpler one by children six and seven years of age.

Since we are selecting games involving the use of number, it is especially important that the number activities can be performed by the players. Steinway, from a study of games involving arithmetic, played in first grade, concluded that children of that grade were not interested in the scoring of games like bean bag because they did not do it without supervision.¹ However, since the children were expected to record their scores with number symbols and to add these symbols to find the total score, the difficulty might easily be that such scoring was beyond their mental ability. If a scoring method had been used which the children could understand and use independently the results

¹"An Experiment In Games Involving a Knowledge of Number." By L. S. Steinway. *Teachers College Record*, 19:43-53, January 1918.

might easily have shown the reverse to be true.

The social complexity of a game depends largely upon the number of children playing and the extent to which each child is dependent upon other players for success. A small group usually involves less waiting for a turn to play and permits more homogeneous grouping, reducing the number of social adjustments necessary. Children in the lower primary grades are interested in their own achievements and so games giving individual scores will appeal to them more than those having group scores. Games for primary children which involve group competition can safely be avoided unless initiated by the children themselves.

Games Which Use Numbers in a Natural Way

We have games that are as much an inheritance from the culture of countless generations as is our folk literature. Their organization and form have also been perfected through use and they too are enjoyed by old and young alike. The classic games of bowling, quoits, dominoes, parchesi, and games based on guessing are examples of such an inheritance. There are numerous adaptations of these basic games to the different age levels, yet none of them could be played without using numbers. Numbers are as natural and essential in these games as they are in tenpins and dominoes. With the provision of suitable scoring material they can be a source of interest and pleasure as well as profit to the players.

The number activities in dominoes have been mentioned above. Those in parchesi also deal with materials which use spot patterns of numbers on the dice and on spaces on the board. In some cases, where dice seem objectionable for school use, a spinning device has been substituted which uses number symbols instead of spot pat-

terns of numbers. This is unfortunate not only because the spinning device is usually "out of fix" but because the number patterns are more comprehensible than the number symbols. A better substitute for dice is a pack of small spot cards which the children can cut to get their numbers. If these are not available dominoes will do.

A game which children take great delight in playing is guessing the number of beans in a bottle. A certain number of beans is put in a bottle and the players are told that the number of beans is between certain limits. The children individually write their names and guesses on slips of paper and hand them to the committee in charge of selecting the winner. Another committee is responsible for counting the beans in the bottle. Each committee member counts the beans independently and then compares his findings. If there is agreement in the results, they are considered correct. If there is not, the counting is repeated until the committee does agree. Various methods of counting may be used such as counting by twos, threes, fives, tens. Multiplication may be used by finding the numbers of groups of ten.

The games of bowling and quoits and their most common school adaptations—tenpins, bean bag and ring toss—use numbers only in scoring. But without the score most of their vitality is lost for children mature enough to play an organized game. There are simple scoring devices which even five-year-olds can use independently and with satisfaction to themselves.

Kindergarten sticks, matches with heads removed, toothpicks or marks on the board used as tallies are scorekeepers that can be understood and counted at the end of the game to find the total score. The more mature players can arrange the tallies in the traditional groups of five and count them by fives or tens.

Another simple scoring device is an adaptation of the kindergarten peg board in which the holes are arranged in rows in groups of two or three and the score is recorded with the pegs. Beads strung on wires and placed in a frame like an abacus is another simple scoring device that children can use easily.

As children develop an understanding of numbers and long before they can add, they become interested in using larger and larger numbers in their games. By adapting the scoring devices large numbers can be used in the games and still not deprive the players of their independence. The simplest device for this is probably the use of small squares of stiff paper in three different colors. The squares of one color each count ten; those of another, five, and the third, one. If a child's score is 28 he can take two squares each counting ten, one square counting five and three squares each counting one. If the second turn gives him a score of fourteen, he will then take one ten square and four ones. Now he has three tens, one five and seven ones. He will exchange five of his ones for one square counting five, giving him two fives and two ones. He will then exchange his two five squares for one ten and have three tens and two ones. When he counts his final score he will count his tens, then the fives, and then the ones.

Another simple gadget which will make it possible for the player to count scores in hundreds is a frame in which three wires are stretched. On each wire are ten beads. The lowest wire in the frame represents the ones, the second the tens, and the third the hundreds. When ten points in the score are made and counted on the lowest wire they are exchanged for one bead on the middle wire. When ten beads have been thus scored on the middle wire, they are exchanged for one bead on the upper wire. A score of one thousand can be

counted on such a frame. A peg board having three rows of ten holes each can be used in a similar way.

Games Adaptable to the Schoolroom

The last qualification for a good game is that it can be played in a schoolroom. Since aisles between rows of screwed-down desks are very good places for such games as bean bag and ring toss, and since dominoes and parchesi can be played on desks, tables or the floor, the matter of space need not prohibit the playing of these classic games in even the most traditional school situation. Only in a schoolroom that requires the children to stay at their desks and talk in conversational tones would games be impossible. Fortunately these schoolrooms are becoming rare.

William A. Brownell says, "Expertness in quantitative thinking is to be developed in only one way and that is by making number and the number processes meaningful to children. Now, meanings are engendered and fostered solely by direct experiences with the thing under study. We learn the meaning of the automobile gear shift not by using it but by analyzing it, examining its parts, re-establishing the relationships, and interpreting the whole according to the principles of mechanics. Use of the gear shift teaches its significance but not its meaning."²

When children carry on the natural number activities of suitable games on a level within their comprehension, they are learning the meaning of numbers by analyzing them, examining their parts, re-establishing relationships, and interpreting the whole unit according to the principles of mathematics. When later they discuss and compare their achievements in exact terms, they realize the significance of ability to use quantitative thinking.

² *Teachers' Manual, Daily Life Arithmetic. Book One.* Boston: Ginn and Company, 1938. P. 3.

Summer School Opportunities

HERE ARE NOTES on some summer school opportunities of interest to teachers in nursery schools and elementary grades, summarized from information received from colleges at the time this issue went to press. Although these notes are far from complete, we hope to improve this service from year to year. We shall appreciate your suggestions as to the kind of information that will be most helpful to you and to know of opportunities you have found valuable.

California

Humboldt State College, Arcata. No date given. Four Weeks Workshop in Elementary Education. The first week of the workshop will be spent in orienting the members to the modern philosophy, procedures, and practices of elementary education and the place of inter-group education in such a program of living for children. The topic for the second week will be the American Negro; the third week, Latin America; fourth week, Russia. Demonstration groups, guest speakers, study groups, daily teas and evening movies will be the special features.—Address Dorothy E. Romero, Director, Summer Workshop.

University of California, Berkeley. July 2-August 10. Six Weeks Summer Session. Supplementing the courses on growth and development of children, reading and literature, administration and supervision, industrial arts, and workshops in elementary education will be the demonstration school including classes in kindergarten through sixth grade. Address J. Harold Williams, Director, Summer Sessions.

University of California, Los Angeles. July 2-August 10. Six Weeks Summer Session. Early childhood education will be stressed in courses dealing with kindergarten-primary and arts in childhood education, growth and development of the child, industrial arts, rhythmic expression, physical education, curriculum, and administration of the elementary school. These courses are planned to meet the needs of all students interested either in war-area child care centers or in regular half-day nursery schools. In the demonstration elementary

school particular emphasis will be placed upon nursery school education, although classes for kindergarten and elementary school children, as well as for nursery school children, will be held. Address J. Harold Williams.

University of California, Santa Barbara. July 2-August 10. Six Weeks Summer Session. Courses will be offered in methods of teaching in nursery schools, early childhood education, curriculum construction, and music education for the elementary grades, augmented by a demonstration school comprising the first to the sixth grades. Address J. Harold Williams.

Mills College, Oakland. June 29-August 10. Summer Session in Child Development. Program planned with particular attention to wartime child care needs. An intensive training course, covering physical and mental development of children and directed teaching in the Children's School, for students interested in preparing to teach nursery school age. Observation courses for those not expecting to teach, but interested in studying this age group. In addition, courses in kindergarten theory and art for children in kindergarten and primary grades. A consultant to community committees on child care and to others responsible for the organization and direction of child care centers will be available. Conferences on equipment, schedules, personnel, inservice training and related topics may be arranged. Address Mary Woods Bennett, Chairman, Summer Session in Child Development.

San Francisco State College, San Francisco. No date given. Summer Session. Four special courses in early childhood education: development of the nursery age child, and nursery school procedure; extended day and child care education; pre-professional directed teaching in extended day and child care, and pre-professional directed teaching in nursery school education. The campus demonstration school will be in session. Address Walter J. Homan, Director, Summer Session.

San Jose State College, San Jose. July 2-August 10. Summer Session. Specifically, a course in early childhood education will be offered with related courses in elementary school supervision, remedial reading clinic, ob-

servation in the demonstration school, language and methods courses in art and music. Address Joe H. West, Registrar.

Colorado

University of Denver, Denver. June 18-July 20. Workshop in Education. Opportunity to study individual or group teaching problems in elementary and secondary education. Address Maurice R. Ahrens, Director, 414 Fourteenth Street, Denver 2. *July 23-August 24. Seminar in Child Growth and Development.* A seminar course to consider the various factors involved in child growth, with opportunity to observe the work of the Child Research Council of Denver and to study problems of health, psychological relations, guidance and related aspects. Address, Director, Summer Quarter, University of Denver, Denver 10. *June 25-June 29. Parent Education Institute.* A one week institute under the leadership of Frances Bruce Strain to acquaint parents with various factors involved in childhood education. Address, Director, Summer Quarter, University of Denver, Denver 10.

Western State College of Colorado, Gunnison. June 11-August 17. Summer Session. Three summer sessions of two weeks, six weeks, and two weeks. Courses in primary construction, child study, psychology of childhood, workshop in home guidance, the curriculum, teaching elementary school subjects, primary methods in reading and numbers, manuscript writing. Related courses: educational measurements, methods in arithmetic, illustrative teaching of reading, aviation for elementary teachers, curriculum and methods in social studies, psychology of learning. Address N. W. Newton, Director of Instruction.

Illinois

National College of Education, Evanston, Illinois. Two, Three and Six Week Sessions, June 4 to August 17. Special emphasis is given to preparation to meet new interests and needs of children, stimulated by scientific discovery and invention and a global war. Courses in child care and nursery-kindergarten education, and in reading, language, and social studies recognize these new interests and needs. Two workshops, one in inter-American relationships and the other in elementary education, encourage students to work on specific problems which they choose. The laboratory school of

the College including all age levels from three through the elementary school and the Mary Crane Nursery School at Hull House provide opportunities for observation, participation and practice.

Northern Illinois State Teachers College, DeKalb. June 18-August 10. Complete undergraduate course in teacher education. Elementary school enrolling one hundred fifty children where student teaching may be done and expert teaching may be observed on all levels. Community nursery center on campus. Child guidance clinic. Curriculum laboratory. Address, Romeo M. Zulauf, Dean of the Faculty.

Northwestern University, Evanston. June 25-August 4. Summer Session. Post-session, August 6-August 25. Attention is to be given to the needs of young children, to the characteristics of an effective nursery and primary school, to methods, materials and home relations. Opportunity for some students to observe and participate in the work of the demonstration school. Address Registrar.

University of Chicago, June 25-August 4. Workshop in Elementary Education, Human Development and Education, Intergroup Education, Rural School Supervision. For personnel engaged in all kinds of educational activities. Emphasis upon the individual problems brought by the participants with coordinated group activities. Among the special resources: laboratory school in session, auditory-visual material center, curriculum laboratory, arts and crafts studio, reading conference. Address Verna White, Executive Secretary, The University of Chicago Workshop, Chicago 37.

Iowa

Iowa Child Welfare Research Station, Iowa City. June 14-19. Workshop in Home-school Cooperation. Sponsored jointly by the Iowa Child Welfare Research Station, the National Congress of Parents and Teachers, and the Iowa Congress of Parents and Teachers. The workshop is designed both for students on campus and for others interested in this field. Ralph H. Ojemann is the workshop coordinator. *June 13-August 8. Eight Weeks Summer Session.* Courses concern group care of children and are planned especially for teachers in child care centers, advanced work in preschool education, mental hygiene, physique, health and adjustment and various aspects of child psychology. Allied work in other departments

of the University. Preschool laboratories will be open for observation and practice teaching by qualified persons. Address Robert R. Sears, Director.

Massachusetts

Harvard University Graduate School of Education, Cambridge. No date given. *Summer Session.* Course in elementary school curriculum, workshop in elementary education, course in principles of teaching, art in the elementary grades, psychology of the early years, basic English and reading. In the structure and development of the elementary school curriculum students, in addition to reading and following lectures, will work on projects of their own choosing. The value of creative art and art expression in the elementary grades, its relation to the curriculum, the handling of materials, and the problem of evaluating children's productions. Psychology of the early years—the development of personality through guidance, discipline, group experience, family and social relations, including observations of nursery school and play groups and visits to clinics dealing with the difficulties of adjustment. Various experimental uses of basic English in the growth of reading ability from the beginning reader upward. Sound motion films and visual aids to reading will be demonstrated. Address Office of the Dean, Graduate School of Education, Harvard University, Cambridge 38.

Michigan

University of Michigan, Ann Arbor. July 2-August 25. *Summer Session.* The laboratory school—nursery through sixth grade—will operate for the fifteenth consecutive year. Courses in child development, parent education, children's literature, and related fields are scheduled. Catalogue available from Director, Summer Session.

Minnesota

University of Minnesota, Minneapolis. June 18-September 1. *Twelve Weeks Summer Session.* Courses in guidance, curriculum planning, methods, administration, educational psychology and philosophy of education will include discussions of current practical school problems. Address Office of the Dean, College

of Education, University of Minnesota, Minneapolis 14.

Ohio

Bowling Green State University, Bowling Green. May 28-June 15. *Workshop in Elementary Education.* Activities will provide for each participant those experiences which will be most helpful in dealing with the problem on which he intends to concentrate during the workshop period. Group meetings will be scheduled when participants need them. All facilities of the University will be made available to workshop participants. Program is planned for elementary school teachers who come with a specific interest or problem for study and who desire to devote their entire time to intensive investigation of this interest or problem.

Ohio University, Athens. June 11-August 4 and August 6-August 25. *Summer Sessions.* Courses in literature for children, activities for early childhood, kindergarten, primary and elementary curriculum, studies in early childhood, audio-visual education, diagnosis and remedial instruction, and two workshops: one in elementary education—June 11-June 29—and one in extended school services—June 9-June 27. Address T. C. McCracken, Dean, College of Education.

Western Reserve University, Cleveland. *Summer Sessions.* June 18-July 27 and July 30-September 7. Courses in education include language arts and skills, social studies, educational psychology, philosophy, problems of organization, guidance and administration of the elementary school, the psychology of learning, and radio in education. Address, Registrar.

Oregon

Oregon State College, Corvallis. June 18-July 27. *Summer Session.* Courses in nursery school procedures and in nursery school experience, under the direction of the School of Home Economics. Address M. Ellwood Smith, Director of Summer Sessions.

Eastern Oregon College of Education, La Grande. June 11-July 18. Summer school features will include courses for experienced teachers on the problems of young children in nursery schools and kindergarten. Special attention to discussion of activities possible for preschool children. Emphasis on problems brought about by wartime conditions. Address John M. Miller, Director of Summer Sessions.

Oklahoma

University of Oklahoma, Norman. June 11-June 23. *The Fourth Annual A.C.E. Workshop*. Theme: "Growth Through Language Experiences." Principal speaker: Helen Blair Sullivan. Studios in art, manuscript writing, crafts, music and rhythms and study groups in language arts, children's literature, speech, pre-school and creative dramatics. Panel discussions and observation in the University Elementary School will be special features. In addition, courses in kindergarten education and a curriculum workshop for elementary school teachers, June 4-July 27. Address Dean, School of Education.

Pennsylvania

Temple University, Teachers College, at the Oak Lane Country Day School, Philadelphia. July 2-August 10. *Workshop in Early Childhood Education*. The workshop program for graduates and undergraduates is designed for teachers who wish to extend their certification or to secure credit in the nursery school or kindergarten fields, teachers in service who wish refresher courses, teachers responsible for training others to care for young children, students who wish to accelerate their professional preparation and others interested in this field. A nursery school with three groups of children will be available for student participation in its

program. Individual and group conferences, group discussions and visiting specialists will characterize the workshop program. Address the Workshop in Early Childhood Education, Temple University, Broad Street and Montgomery Avenue, Philadelphia 22.

The Pennsylvania State College, State College. June 25-June 29. *Institute on Reading Problems*. Reading readiness, discovering reading levels and needs, children's literature, developing basic reading skills and abilities through the use of current events materials and approaches to differentiated reading instruction are the topics that will receive attention. They will be developed by lectures, demonstrations and informal discussions. Address Emmett A. Betts, Director, The Reading Clinic.

Utah

University of Utah, Salt Lake City. No date given. *Summer Session*. A parents' workshop open to twenty parents of children five years of age. The children will be enrolled in the nursery school. Demonstration and observation classes providing teachers with an opportunity to observe children in kindergarten, second, fourth and sixth grades. In addition, several regular courses will be conducted dealing with childhood education, and there will be an institute on human development June 20-22. Address John T. Wahlquist, Director, Summer Session.

ABOUT AMERICANS

(Continued from page 452)

doing and saying things. They came from Spain and England and France. They came from Russia and Germany and Sweden. They came from Scotland and Ireland, from Italy and Turkey. There was no place from which they did not come—from the rice fields and crowded cities of China, from the rocky coasts and deep and narrow inlets of Norway.

They were all different—these people from so many different lands. At least, they were different before they came to the New World. After they got here they were all alike in one way. They were alike because they were Americans.

Being an American has nothing at all to do with the place a person lived before. Being an

American has nothing at all to do with the way a person looks. Americans are the people—all of the people—who come here to live.

It would not be the same America if the Spanish and the English and the French had not come. There would not be the America we love if the Dutch or the Russians or the Africans had not come. And it would certainly not be the place it is now if the Indians had not been here.

It doesn't make much difference either whether Americans came in 1600 or whether they came in 1945. The only important thing is that they did come and that we are all here now.

Books FOR TEACHERS...

PSYCHOANALYSIS TODAY. Edited by Sandor Lorand, M.D. New York: International University Press, 1944. Pp. 405. \$6.

It is generally recognized that the psychoanalytic principles laid down by Freud and developed by many able psychiatrists have had a great influence on the thinking of the world in general and upon psychiatry, education and social service in particular. This valuable volume presents an impressive summary of the application of these principles to many fields of thought.

The subject matter considers the application of psychoanalysis to general medicine, psychiatry (including war nerves), child growth and development (including parent-child relationship), mental hygiene, anthropology, religion, art and literature. Since there are thirty-two contributors to the book, some of the unity and consistency in details are naturally lost to completeness. As a whole, however, it is authoritative and lucid.

Chapters on character formation (both normal and pathological), child analysis, child-parent relationship, mental disease in childhood, juvenile delinquency, development of ego-psychology are most interesting to teachers and others dealing with children. In these chapters one finds innumerable provocative ideas which conform to psychoanalytic theory in general and are valuable even though not accepted. For example, in the chapter on character formation it is stated that the individual who wants everything but who likes to exert only the slightest effort in getting it was probably accustomed to having his own way in childhood, "especially in the oral phase of his development, when he had only to cry out and the breast was given him for as long a period as he desired." Pediatric psychiatrists would disagree that the error was in giving him the breast as he wanted but they would see in his excessive demands anxieties due to the fact that his real needs were not supplied by his parents. In many places the factors influencing normal growth are overlooked in favor of forceful training.

This volume may be used as a reference on the "must" list for reading when one is seeking information in the areas with which this book deals.—Bert I. Beverly, M.D., Chicago, Illinois.

PARENTS CAN BE PEOPLE. By Dorothy W. Baruch. New York: D. Appleton-Century Company, 1944. Pp. 259. \$2.50.

Parents Can Be People has been written about and for parents, but it has a significant message for every person interested in child development. Parenthood is portrayed with its ups and downs but always with the idea that understanding can and will relieve stress and strain and make life better for both children and parents.

The various problems that confront all young parents are discussed with frankness. To understand that the baby has a personality of his own will help parents to study him more carefully than they study books written on how to care for him. They will think in terms of how he is developing as a person rather than of how nearly he reaches the standards set up by experts. They will listen to what the baby tells them in order to use intelligently information concerning his care. It is important that the young child gain courage and straightforwardness in regard to his own feelings. To do so he must know that he is loved. The baby's cry should not be ignored for only in this way can he express his feelings. He asks for help because he is lonely or hungry and these needs must be satisfied or he will not develop faith in his parents.

Careful observation and study show that babies vary in their hunger cycles. The baby alone knows when he is hungry and when he is satisfied; hence he should be on a self-regulative regime. Toilet training is dependent on the development of the sphincter muscles, and should be deferred until the demands made will not bring resentment and fear.

Family relationships should be kept straight and wholesome in order to safeguard against the growth of jealousy. A sensitive awareness of others and intelligent leadership based on

mutuality of endeavor will go far in producing family life compatible with the American way.

A child must grow in courage, straightforwardness, and lovingness if he is to make the adjustments that life demands. Much of the discussion deals with very early childhood, but the author has given wise counsel concerning the later years through adolescence. Present-day problems are not neglected. The working mother will find excellent advice. Parents of adopted children will be helped by the sensible discussion of their particular family relations. Problems involving sex, the broken home, and the neighbors in the community are discussed from the point of view of recognizing all persons concerned as individuals with personalities that are unique.

The author, Dorothy W. Baruch, is a parent, a teacher, and a consultant in the field of child problems and parent-child relationships. As you read the book, *Parents Can Be People*, you will recognize the author's insight and understanding of this important field. The problems of dealing with children are presented as understandable and interesting. Parents as people should deal with children as people.—*Mary Ward, University Elementary School, Ohio University, Athens, Ohio.*

THE GUIDANCE OF LEARNING ACTIVITIES. By William H. Burton. New York: D. Appleton-Century Company, 1944. Pp. 601.

In the light of experience in teaching introductory courses in education, and through the expansion of syllabi used in such classes, the author of this volume, himself a successful teacher, has made available the philosophies and procedures which he has found most applicable to this important task.

The book differs from most educational textbooks in that it purports to avoid the common tendency to convert the reader to one or the other side of current educational controversy. However, the reviewer gains the impression that the author has not succeeded in developing a fully impartial attitude.

The four parts deal successively with (1) the principles of learning; (2) the organization of functional "experience" units and of subject-matter units; (3) the organization of "assign-study-recite" procedures; and (4) the improvement of techniques common to both organizations.

The first part includes some of the scientific evidence relative to growth and development, with special reference to the inter-action and inter-dependence of nature and nurture, with emphasis upon the effects which educative procedures should bring about.

The second part is an outline of procedures for organizing units, either as experiences or as subject-matter combinations. These are dealt with in parallel form, with discussion of their relative merits and applicability to different situations. Especially useful is Chapter 10, in which detailed procedures for planning and developing units are presented.

In the reviewer's opinion the best part of the book is the section dealing with the improvement of techniques common to both the "experience" and the subject-matter organizations. This treatment will appeal particularly to teachers who wish merely to improve their teaching, and who do not feel obliged to confine themselves to techniques which carry labels.

The chapter on measurement does not do justice to the subject inasmuch as it fails to bring out the basic considerations of objective measurement, and is likely to leave the beginner somewhat confused. It does, however, present some of the recent efforts to bring about better judgments on the part of persons who, in the light of the author's philosophy, are likely to have subjective leanings. The section on working and reporting progress is better in this respect.

Any teacher will be helped by careful reading of Chapter 20, on "knowing the pupil as an individual and as a group member." This objective of good teaching cannot be overemphasized, and the author does it well.

An incidental but valuable feature of the book is the inclusion of Appendix C which outlines the historical development of principles of teaching in the United States. Students of education will find this a noteworthy reference.

Those who know Mr. Burton and his dynamic teaching will find in this volume numerous reflections of his own philosophy and procedures. If he does not do justice to opposing views he should be credited with a sincere attempt to do so. At any rate he has put together, in usable form, some of the outstanding products of recent educational study.—*J. Harold Williams, University of California, Los Angeles.*

Books FOR CHILDREN...

THE GREAT QUILLLOW. By James Thurber. Illustrated by Doris Lee. New York: Harcourt, Brace and Company, 1944. Pp. 54. \$2.

This modern master of the fanciful tale, author of *Many Moons*, again gives children a strictly new story situation permeated with subtle humor. Quillow the toymaker, who is only five feet tall, by the use of psychology is able to overcome the great giant, Hunder, who is terrorizing the village. Quillow is humorous and lovable. His ingeniousness is first shown in his toy making and later in his giant-killing activities.

There are many thrills and chills, all in the mood of magic. The language of the storyteller is perfectly attuned to the fancifulness of the plot. This is a book which will kindle the imaginations of children from six to ten.

THE PACIFIC: ITS LANDS AND PEOPLES. By Frances Carpenter. New York: American Book Company, 1944. Pp. 502. \$1.40.

This geography reader for the intermediate grades presents a vivid picture of the lands and islands of Eastern Asia and the Western Pacific. An imaginary air trip provides an intriguing background for a detailed study of the individual countries in that part of the world. The author has used her own personal observations in the Far East in writing the descriptions and many of the interesting photographs appearing throughout the book are from her collection. The value of the book as a text is increased by the inclusion of maps, factual summaries at the end of each section, and an appendix of pictorial charts.

THE MYSTERIOUS CONTINENT. By Charlotte Lobse and Judith Seaton. Indianapolis: Bobbs-Merrill Company, 1944. Pp. 165. \$2.50.

A timely book that will be enjoyed by both children and grownups is *The Mysterious Continent*, *The Story of the Adventurous Sailors Who Discovered the South Pacific Islands*. The book tells of the discovery of many islands

and a great continent made familiar to every child by today's news: New Guinea, New Hebrides, New Caledonia, the Carolines, the Gilberts, the Solomons, the Marquesas, and the vast continent of Australia. The fascinating tale of the long search for an imaginary continent is made more vivid by pen-and-ink drawings of explorers, their ships, and the creatures they found on strange shores. A series of unusual maps shows the gradual growth of man's knowledge of the Great South Land.

ONE GOD, THE WAYS WE WORSHIP HIM. By Florence Mary Fitch. New York: Lothrop, Lee and Shepard Company, 1944. Pp. 144. \$2.

The purpose of this unusual book is to help children understand the importance of religion in living and to respect religions different from their own. The three great religious faiths—The Jewish Way, The Catholic Way, and The Protestant Way—are each explained in a manner acceptable to leading educators and to national organizations of that faith. The author has written the text simply and clearly, with evidences of scholarly background and sincere religious feeling. Much that could not easily be put in words is explained in a series of rarely beautiful photographs.

THE BELLS OF LEYDEN SING. By Catherine Cate Coblenz. Illustrated by Hilda Van Stockum. New York: Longmans, Green and Company, 1944. \$2.25.

The bells of Leyden sing when the torch of liberty burns bright—this is the tradition from which the book takes its title. Although the historical setting of the book is 1609, it breathes today's stirring spirit of liberty. We read of enemy spies, of the distribution of forbidden books in the cause of freedom, and of refugee leaders fleeing intolerance.

Andrew Brewster, the young hero of the story, comes alive as do his family and friends. This book for older children makes a real contribution through its authentic material.

Bulletins AND PAMPHLETS...

THE LANGUAGE ARTS IN THE ELEMENTARY SCHOOLS OF OHIO. *Curriculum Bulletin No. 7. Columbus, Ohio: State Department of Education. 1944. Pp. 66. Price not given.*

The first section deals with the various language arts, those means of communication both oral and written which are basic skills developed in the grade schools. Oral expression, handwriting, spelling and reading are included with brief summaries of some of the high points of good teaching practices in each of these areas. That the teaching of the language arts begins with the experiences and interests of children is one basic assumption, however the original, creative efforts of the children are only slightly mentioned. The fact is stressed that children are individuals whose differences in ability, understanding, interest and needs vary. Readiness for learning and a purpose for learning are vital. Although brief, the summaries are quite inclusive.

The second section is composed of suggested books grouped according to grade levels and classified in such areas as legends and fairy tales, animals and general science, history, geography and biography, handicrafts and occupations, and boys and girls of many lands. A goodly number of these are old favorites but the selections are those generally popular among children.—*Esther Starks, principal, Falk Elementary School, University of Pittsburg.*

A PROGRAM FOR PUBLIC SCHOOL EDUCATION IN OHIO. *Prepared by the Miami Workshop Committee, Ohio State University. Columbus, Ohio: The University, 1944. Pp. 83. Fifty cents.*

This is a report of a workshop group studying problems of Ohio public schools. Some major areas discussed include the purposes of the schools, vocational education, pupil guidance, citizenship, public relations and financing. A challenge comes in the recognition of the schools' responsibility to the pre-kindergarten children and to adults "when such service will

strengthen and reinforce the education of the young people."

Weak points in the public school picture with constructive recommendations are included. And one of these deals with the preparation and salary problems of teachers.—E. S.

SCIENCE IN CHILDHOOD EDUCATION. *By Gerald S. Craig. Publication No. 8 in Practical Suggestions for Teaching, edited by Hollis L. Caswell. New York: Bureau of Publications, Teachers College, Columbia University, 1944. Pp. 86. Sixty cents.*

In the modern world, experiences in science begin even with the very young child. Gerald Craig has long been interested in developing and utilizing everyday science in the education of young children and in helping them learn to use scientific procedures and information as a means of dealing with their problems and of understanding their environment. Basic purposes of science include the desire to seek reliable information, the importance of accuracy, the development of critical-mindedness and of intelligent planning—all important aspects of sound education.

In the section on science in the elementary curriculum, Mr. Craig stresses that teachers be more aware of opportunities for science learnings. Children learn through using their senses, imagination and curiosity; through investigation, play, trial and error. Exploration and interpretation encourage thinking, but the problems must be challenging and on the child's level. To this end *Science in Childhood Education* is a stimulus for any teacher who desires a rich, well-rounded program for child growth.—E. S.

ELEMENTARY TEACHERS GUIDE TO FREE CURRICULUM MATERIALS. *First Annual Edition, September 1944. Randolph, Wisconsin: Educators Progress Service. Pp. 142. \$3.50.*

This guide has been organized for the purpose of aiding teachers who desire materials to supplement and enrich their school curric-

ulum. Sources of free maps, bulletins, exhibits, charts, and many other items are listed covering a variety of areas such as applied art, fine arts, health, language arts, science, social studies, visual education and others. The fact that the sources are listed alphabetically under each topic is confusing, however, for it necessitates reading through the entire listing under the main heading in order to locate all references on a particular subject.—E. S.

NATIONAL UNITY THROUGH INTER-CULTURAL EDUCATION. *Education and National Defense Series, Pamphlet No. 10. Federal Security Agency. U. S. Office of Education. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1944. Pp. 34. Fifteen cents.*

With increasing attention being given to intercultural education in our schools today, this pamphlet has many worthwhile suggestions. Mutual understandings and appreciations foster friendship and goodwill among the children of the varied cultures in our midst. The school is the logical medium for this—both with children in the many activities in the classroom and with adults, teachers and parents through community activities. Suggestions for readings, songs and folk dances, and sources of material for the teacher conclude the publication.—E. S.

AMERICANS BY CHOICE. *Edited by Margaret Hartford. Pittsburgh, Pa.: The American Service Institute of Allegheny County, 1944. Pp. 36. No price given.*

From the seventeenth century, people living in various lands all over the world have come to America to find a new way of life. Some of these have settled in Allegheny County and are, today, not different or unusual, but are the policeman, the scientist, the doctor, the laborer. This short pamphlet describes briefly these groups according to their ethnic tradition and some of their customs and contributions. Although the census figures and some of the historical background pertain only to this section of Western Pennsylvania, there are bits of information about these "Americans by choice" which are of interest to any of us who desire to understand our neighbors better.—E. S.

MAKING SCHOOL LUNCHES EDUCATIONAL. *Nutrition Education Pamphlet 2. U. S. Office of Education, Federal Security Agency. Washington, D. C.: Superintendent of Documents, Government Printing Office, 1944. Pp. 28. Twenty-five cents.*

Contains numerous suggestions for preparing and serving adequate school lunches for a few pupils, for groups of children, and for cafeterias serving complete meals.—M. H.

Helping a Retarded Child

(Continued from page 456)

random activity decreased to the point that he could lie quite relaxed on his cot for a twelve-minute period. His speech gradually increased in both quantity and quality and he was able to converse in a limited way with the other children. He was able to manipulate the clay, drive a nail with a small degree of accuracy, easel paint, finger paint, and paste for a few minutes. His products, however, more nearly resembled those of two- to three-year-olds.

Six months after the first Stanford Binet, Jack was retested, with the following results:

C.A.	M.A.	I.Q.	Range
4 yrs. 5 mos.	4 yrs. 4 mos.	98	III-VIII

In six months his apparent I.Q. had risen fifteen points. His improvement in test performance, while encouraging, is not necessarily predictive of continued gains in I.Q.

At this point the study of Jack was terminated as his father returned home and it was possible for the family to join him in another locality. What the future clinical picture may be we do not know but it is hoped that with his father at home Jack may become less dependent on his mother and through relationships with his father develop a pattern more suitable for a four-year-old boy.

News HERE AND THERE...

New A.C.E. Branch

Macon Association for Childhood Education, Georgia.

New A.C.E. Bulletins

Now in preparation and to be released within a few weeks are four new A.C.E. publications—*The Arts and Children's Living*, *Portfolio for Nursery School Teachers*, *Portfolio on Materials for Work and Play*, and *This Is Science*. Also in preparation but scheduled for later release is *Portfolio for Kindergarten Teachers*.

Two bibliographies are being revised. *Children's Books—For Fifty Cents or Less* will be available by the time this issue of CHILDHOOD EDUCATION reaches you. (Price, twenty-five cents.) *Bibliography of Books for Young Children*—the first complete revision since 1942—will be ready in the summer. (Price, seventy-five cents.)

The Arts and Children's Living, the second membership service bulletin for 1945, will be mailed to presidents, secretaries and publications representatives of A.C.E. branches and to contributing members of the international Association. Non-members may purchase it for thirty-five cents. The bulletin first presents a philosophy of art, then illustrates its application through descriptions of what actually has happened to children in various situations. The publication is an outgrowth of a discussion which took place at the 1944 A.C.E. Annual Meeting and represents group thinking about what teachers can do to see that children have experiences in the arts which contribute to the growth of the whole child.

Portfolio for Nursery School Teachers is a series of twelve leaflets discussing such subjects as what to expect of the twos and threes, housing the nursery school, a good day for the twos and threes, contacts with parents, records and reports, and music, poems and stories for the young child. It is simply written and is designed to be of particular help to the beginning teacher and to the teacher who is returning to the field of nursery school education. This is a general service bulletin which is available from A.C.E. Headquarters at fifty cents.

Again with the beginning and the returning teacher in mind, the A.C.E. Committee on

Equipment and Supplies has prepared the twelve leaflets that make up *Portfolio on Materials for Work and Play*. There are leaflets on materials for drawing and painting, clay, blocks, toys, woodworking tools, sewing materials, puppets, musical instruments, books, science materials, recipes, and a bibliography. This also is a general service bulletin available at fifty cents.

This Is Science is another general service bulletin prepared for the Association by Herbert Zim. A foreword and five sections constitute the content: Science Experiences and Child Development; A Science Recipe for the Primary Teacher; Science Activities in the Classroom; Science Experiences for Social Growth; and Equipment, Supplies, Bibliography and Sources for Free and Low Cost Materials. Eight teachers from different parts of the country have contributed the descriptions of science activities in the classroom and four science specialists have been consulted in the preparation of the forty-eight page bulletin. Available at fifty cents.

While exact publication dates of these bulletins cannot be given, advance orders will be taken for future delivery. An announcement of *Portfolio for Kindergarten Teachers* will appear in the September issue of CHILDHOOD EDUCATION.

Museum for Children

The Jacksonville, Florida, A.C.E. has nurtured the idea of a museum for children for several years. The following announcement proves that dreams *do* come true when members of a group work together consistently and persistently:

On February 3, 1945, the Children's Museum of Jacksonville, Florida, opened its doors to the public. The project is the result of ten years of dreaming, planning and working. It was started by the Jacksonville branch of the Association for Childhood Education.

For years the only space available was that furnished by a bank, where cases were filled with loan exhibits of general interest to children. At present the museum is housed in five rooms at a community center. A museum association has been formed and a state charter granted. At all times the Jacksonville A.C.E. is to be represented on the governing board of the museum.

While this is a modest beginning, it is felt that the project will develop into a much needed cultural and educational aid. The Jacksonville A.C.E. is glad to have made this contribution to the betterment of the city.

For the Child Under Six

A Tennessee A.C.E. member sends this gratifying news:

Tennessee really has permissive preschool legislation. The bill was passed by both houses and signed by the Governor on February 24. It had the support of everyone whose help was solicited, beginning in the U. S. Office of Education and proceeding through the state department of education, the Tennessee Education Association, superintendents, supervisors, civic organizations such as the Parent-Teacher Association and the American Association of University Women.

The law is general rather than specific, which should make it possible for us to develop different type programs for children residing in different type communities, not restricting it to any one age or age level. We hope that we have awakened enough interest so that the measure will be used now that it is on the statute books, because all organized groups in the state were contacted. I am today thanking them for their help and bespeaking their cooperation in developing a program of services to children under six which this legislation now makes permissible.

Kindergarten Experience for All

In a program leaflet, "Education for All," prepared by the General Federation of Women's Clubs, is a statement regarding kindergartens:

No child can be properly started on the road of life unless he acquires those aspects of personal conduct and motivation that make possible a civilized society. One of the most needed assets of a civil community is a social mind. It is the quality most needed to develop a law-abiding citizenry, and incidentally a requisite for preserving the family.

The first half dozen years of a child's life are a great determining factor in the kind of individual that child is to become. Therefore, it is supremely important that, inasmuch as kindergarten training has proved so beneficial in orientating a child in his relation to other children, it should be made available to all children in our land.

The following resolution was adopted by the General Federation of Women's Clubs Convention at St. Louis, Missouri, April 1944:

Whereas, The kindergarten is an effective means of promoting democracy, since, under the guidance of the trained kindergartner, many young children receive their first opportunities to learn to work and play harmoniously together with others of their age group; and

Whereas, The early formation of right habits and attitudes as practiced in the kindergarten is a recognized means of reducing delinquency and retardation; and

Whereas, Work to secure kindergartens in the public schools of many communities throughout our nation is still needed; therefore, be it

Resolved, That the General Federation of Women's Clubs in convention assembled, April 1944, reaffirms its

belief in the extension of kindergartens and urges its member clubs to petition their school authorities to provide this educational advantage for the children of their respective communities.

Where Does Your School Stand?

The following figures show that there is room for improvement in our educational facilities. They are taken from *An Inventory of Public School Expenditures in the United States* by John K. Norton and Eugene S. Lawler.

The report shows that some school systems spend \$6,000 per classroom unit. Other school systems spend less than \$100 per classroom unit. This is a range of more than sixty to one. Where does your school stand on this scale?

The median for the country as a whole is \$1600 per classroom unit. This means that half of the school systems spend less than \$1600 and half of them spend more. There are almost ten million children enrolled in schools which spend less than \$1,600. A break-down by states shows wide differences. The median figure for New York is \$4,100 per classroom unit. For California it is \$3,500. But for Mississippi it is only \$400 and for Arkansas it is only \$500. Remember that these are medians and that therefore half of the school systems spend less than the amount stated.

This report of the cooperative study participated in by a number of educational organizations may be obtained in mimeographed form from the American Council on Education, 744 Jackson Place, N. W., Washington, D. C.

U. S. Chamber of Commerce and Education

Education—An Investment in People is the title of a valuable booklet recently issued by the Committee on Education of the United States Chamber of Commerce to officers of local chambers. Visit your local Chamber of Commerce and ask to see this report. On the basis of its study the U. S. Chamber of Commerce Committee concludes:

That education is an essential investment for the advance of agriculture, industry and commerce.

That every community should ascertain its own education status and economic condition and set to work to utilize education as a lever for its own advancement.

That the cost of adequate education is an investment which local citizens and business can well afford in increased measure.



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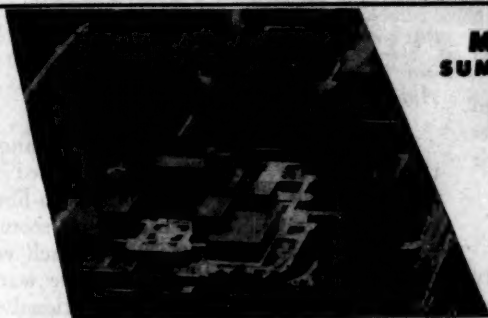
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For Bulletins write to

DIRECTOR OF THE SUMMER SESSION

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MINNESOTA SUMMER SESSION



Institute of
Child
Welfare

The University of Minnesota Institute of Child Welfare, June 18 to July 28, Workshop in Childhood Education and Child Development, with lectures, group conferences, independent study, and observation in the University Nursery School and Kindergarten and in local settlement houses, child care

centers, and other schools. In addition, a variety of other courses in childhood education, child development, and parent education at both the undergraduate and graduate level are offered. July 30-September 1 courses in childhood education and child development.

For information, write to Director of
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NEWS NOTES

(Continued from page 474)

That education programs must be made to apply more directly to the needs of the people.

That cultural education must accompany technical training to develop the desire for better living.

That to maintain a representative republic business must discover sound methods for the expansion of our dynamic economy.

The material in this study may well be used to arouse local business leaders to a greater concern for the welfare of children in their communities and states.

Library Poverty

From an editorial in the *Oklahoma City Oklahoman*, written by Kenneth C. Kaufman, we offer these statements:

There are no children who do not like to read; there are children who have been (and are being) prevented from making the acquaintance of books, so that they do not know whether they like to read or not. . . .

What have we done . . . for our local libraries? Well, the country over, we have spent 42c per capita on them. Mississippi spends 4c annually and Massachusetts the munificent sum of \$1.02. Colorado, "where they dug the gold," receives pleas for books from children who live eighty miles from a library. Grand old Nebraska, with her traditions of fertility, wealth and progress, gives no state aid to county libraries and has library service in only three counties out of ninety-three. And Oklahoma—well, two of our seventy-seven counties have library service and 55 per cent of our population is denied the free use of the keys to intelligence. . . . In

North Carolina eighty counties out of one hundred have library service. When the appropriation for 1943-45 came up in the Arkansas legislature it passed without a dissenting vote—the only unanimous money bill of that session.

American Junior Red Cross

The American Junior Red Cross announces that over half a million Junior Red Cross gift boxes will be filled and shipped to liberated nations this year. This means that more than fifteen million needed items will reach youngsters in schools impoverished by the war.

An expenditure from the National Children's Fund has been authorized for the purchase of toys, books and games for the children of civilian internees who will return to America sometime this spring on the Gripsholm. The same fund has made possible gifts for the children on Guam, who have received such morale-building items as candy, toys, marbles, hair bows, bobby pins, color books and crayons. The island commander requested the material and it has proved such a success that similar gifts have been authorized for the children in Tinian and Saipan and in the Marshalls. Most recently of all, the American Junior Red Cross was able to help the children of liberated in-



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THE HARD OF HEARING CHILD

(Continued from page 459)

interested in the material you are presenting; he has a very special motive for wanting to understand what you say. That may be why many teachers and parents say that a child "can hear when he wants to," for the question of motivation combined with increased concentration undoubtedly would result in better understanding.

In summarizing may I repeat that to help the hard of hearing child we must:

Give him understanding, not sympathy.

Help him to help himself and not allow him to use his impairment as an excuse for not developing his abilities.

Make use of all senses, especially the visual and kinesthetic, so that they compensate for his lessened hearing acuity.

Take advantage of every opportunity for the stimulation of the auditory sense through the use of music, aural reading, and rhyme to help the child's speech and his aural perception.

Remember that motivation and individual guidance are even *more* important to the child with impaired hearing (or impaired vision) than to the normal child.

NEWS NOTES

(Continued from page 476)

ternees in the Philippines with 52,000 pounds of dried milk, 1500 gift boxes, and 1000 pounds of hard candy.

World Conference of Educators

Plans for a conference of educators from many countries, to be held in this country following the defeat of Germany, have been announced by the National Education Association. The U. S. Department of State is assisting the N.E.A. in getting the name of the most representative voluntary non-governmental teachers association of each of the Allied and Associated Nations. As the names and addresses of officers of these organizations are secured, invitations to send a delegate to this conference are being mailed.

The two-week conference will be held in some comfortable secluded environment where the delegates can become well acquainted with each other and discuss freely and frankly the long-range educational problems of international concern as well as those of special and immediate post-war restoration.

The N.E.A. with its affiliated state and local associations will be hosts to the delegates while in the United States and will assist them in meeting the people and seeing the academic institutions of interest to them. A representative from the affiliated association, one who speaks the language of the particular guest of that association, will meet the delegate at the port of arrival and conduct him on his travels and to the place of assembly. There he will continue to be host but will not take part as an American delegate to the meetings.

American Education Week

American Education Week is sponsored by the National Education Association, the American Legion, the U. S. Office of Education and the National Congress of Parents and Teachers, in cooperation with other national, state and local groups. The general theme selected for development during the 1945 observation, November 11-17, is "Education to Promote the General Welfare." Daily topics are:

- Emphasizing Spiritual Values
- Finishing the War
- Securing the Peace
- Improving Economic Well Being
- Strengthening Home Life
- Developing Good Citizens
- Building Sound Health

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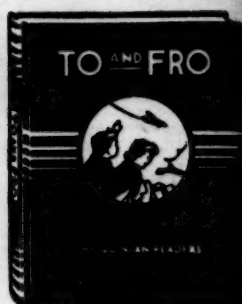
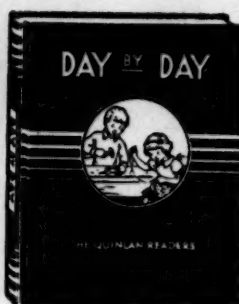
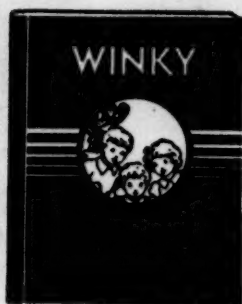
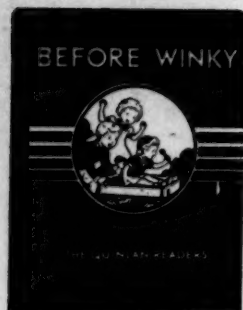
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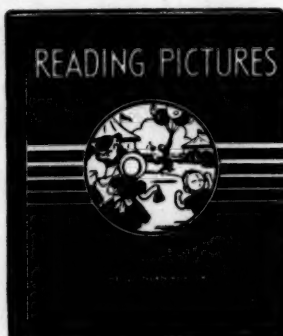
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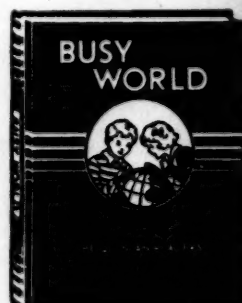
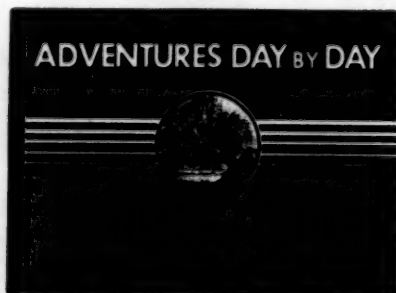
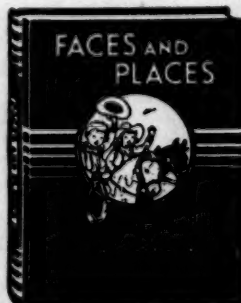
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